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ABSTRACT

The community of child care providers in New Hampshire has adopted the Early Childhood Professional Development System as an initial step toward assuring quality care and education for children. This guide describes the components of that system and is presented in eight sections. Section 1 of the guide introduces the system based on a set of two career lattices, one for center-based providers and one for home-based providers. Section 2 presents the center-based career lattice, outlining the necessary preservice training and education, inservice training and education, experience, professional activities, and career opportunities of five professional roles: child care assistant, associate teacher, lead teacher, director, and trainer/mentor/faculty. Section 3 presents the necessary preservice training and education, inservice training and education, experience, minimum age, career opportunities, status, professional requirements and benefits for four professional roles: registered, licensed, master, and certified providers. Section 4 describes 12 core knowledge areas common to all roles in early childhood education: (1) foundations; (2) child growth and development; (3) curriculum; (4) health, safety, and nutrition; (5) child observation, record keeping, and assessment; (6) creating environments for young children; (7) child guidance and discipline; (8) cultural diversity; (9) special needs; (10) family and community relationships; (11) professionalism and professional development; and (12) administration and supervision. Section 5 contains job descriptions, recommended salary ranges, and career opportunities in early care and education. Section 6 includes resources for training, education, and financial assistance. Section 7 contains a glossary of terms. Section 8 concludes the guide with an application for credential within the Early Childhood Professional Development System. (KB)

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New Hampshire Early Childhood Professional Development System

Guide to Early Childhood Careers

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New Hampshire
Early Childhood Professional Development System
Guide to Early Childhood Careers

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New Hampshire
Early Childhood Development System

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Section One
Introduction

Introduction

"The experiences of childhood have a profound and enduring effect on the individual's capacity to develop into a healthy, productive, and socially responsible adult. Because increasing numbers of children spend their earliest and most formative years in out-of-home, after-school, or other than parent care, the New Hampshire Child Care Advisory Council is dedicated to ensuring that every family in the State has access to comprehensive, high quality, developmentally enriching care and education, and endorses public and private initiatives that respect the diversity and uniqueness of programs serving children and families."

NH Child Care Advisory Council, Five Year Plan, 1999

The early years of childhood are a period when development is rapid and complex. Recent brain research has shown that birth through age three are critical years in a child's development. During these years, children develop a sense of trust, a sense of who they are, and what the world is all about. Parents and caregivers outside the home must create environments and experiences that provide the foundation on which learning is built. In New Hampshire, the percentage of families seeking care outside the home continues to increase. Children are spending a significant portion of their formative years in the care of someone other than a parent. Early care and education professionals play an important role in a child's development, and are responsible for providing a nurturing environment so that children can develop to their full potential.

Quality care and education for children is an outcome of many variables. One of these is the competency of the adults who care for them. Adults who work with young children must have a genuine concern for children, a sincere interest in caring for their needs, and nurturing their physical, social, emotional, and cognitive growth.

Professional development reflects the experience, activities and learning in which practitioners engage that improve performance and provide the skills and knowledge to advance in their profession. Professional development happens at all levels and in all positions.

- Experience working with children is a key to gaining competence: observing children at play, creating environments that ensure their health and safety, and encouraging experimentation through activities and materials. Providers learn about children by being with them.
- Learning more about children, how they grow and learn can be accomplished through reading about the field, observing qualified providers, and by participating in training in the form of workshops and conferences.
- Formal education from institutions such as high schools, two-year, and four-year colleges provides opportunities for learning about theories of child development and issues concerning the needs of families. Courses also include the value of diversity, appropriate practices, lessons learned from the history of early care and education, and the legal and ethical codes that protect and support children in contemporary society.

Seeking recognition through credentialling

As an emerging profession, Early Childhood Education needs to address the quality of the service we provide: early care and education for children. In order to assure quality we must concern ourselves with the many variables that affect quality: cost, accessibility, safe and stimulating environments, small groups, appropriate child-to-adult ratios, and the qualifications of and compensation for those who care for children.

"Working with young children is a job that requires knowledge of how children grow and develop, skills to solve problems with children and parents, and a great amount of dedication and love for the work. Contrary to what many believe, early childhood work is not an extension of parenting or 'women's work.' People are not born with the skills to effectively work in classrooms or to run a family child care business. Training and education are essential for those individuals to succeed. The five million children in child care are the primary motivation...to establish an early care and education career development system. Parents need to know that their children are receiving the safest, most effective care ... as possible. Early care and education practitioners need opportunities to learn and grow more effective in their profession." (Azer and Elliott, Center for Career Development in Early Care and Education, 1996)

The Early Childhood Professional Development System, being adopted by the community of child care providers in New Hampshire, is an initial step toward assuring quality. It is our approach to increasing the competence of those who care for children—the skills and knowledge needed to do what's right for children, whether they are with family members, in family child care, in small and large child care centers, or in group homes.

There are many components in a comprehensive Professional Development System: opportunities for training and education, various career paths, and recognition and compensation for increasing levels of skill and knowledge. "Child care providers need a career path that allows for professional growth and advancement over time. They need expanded opportunities for training and ongoing professional development. Studies show that the more preparation caregivers have (both general education and job training), the more skilled they are at helping young children thrive and achieve their full capacities." (Kids Count, "Professional Development for Caregivers," 1998)

Our system is entirely voluntary. It is a system which recognizes experience, self-study, and education. It is a system that is not mandated by any agency or department; it is one in which professionals choose to participate. Adults are self-directed, motivated and responsible for their own professional growth. We believe our Early Childhood Professional Development System will offer you:

- opportunities to develop knowledge and skills
- preparation for different roles
- mobility to other positions and levels
- links to benefits and increased compensation
- access to education and financial assistance to pursue academic courses and degrees
- professional recognition
- multiple routes to employment and advancement.
- increased effectiveness in caring for children

Career and professional mobility offers incentives for human growth, reduces the number of individuals who leave the field, and provides a structure for compensation policies.

New Hampshire is a state that provides many options for child care, with the primary goal of supporting the family and nurturing the child. Providers enter and leave positions for many reasons, sometimes due to changes in their personal life, inadequate compensation, or a desire to continue their education. **Our system is designed to recognize that Early Childhood is a fluid field.** We encourage those who care for young children to try new avenues. We value the skills and knowledge you have acquired, both through experience and the continuation of your own education.

The first component of our System is a set of Career Lattices—one created for center-based providers, and the other for those who care for children in their homes. The Lattices allow for mobility among settings, roles, and levels. They illustrate how professional growth can be recognized, how individuals can realize the many opportunities that exist in the field of early care and education, and the preparation needed for various roles.

In 1999, through the efforts of many New Hampshire legislators, House Bill 726 was passed and signed by Governor Shaheen. This bill enables the Department of Health and Human Services to issue a voluntary credential to those child care professionals who meet or exceed the criteria set forth in the child care licensing regulations. The Child Development Bureau, Division of Children, Youth, and Families will award the credential.

The Career Lattices are the structure for credentialling. You decide which position and level matches your experience, training, and education, and you apply for a credential which recognizes and rewards you for your professional commitment. You may renew your credential by meeting the Bureau of Child Care Licensing Standards of six hours of training per year. (See Section Eight for the Application.)

Compensation

The National Association for the Education of Young Children has taken a strong position on the compensation of staff. "All early childhood programs should provide staff equitable salaries and benefits commensurate with their qualifications and job responsibilities. Compensation packages (salaries and benefits) should be sufficient to recruit and retain qualified, competent staff. Compensation is especially important to program quality because the aspects that most influence a program's ability to provide high quality services revolve around the characteristics of the staff—the number of staff relative to the number of children, and qualifications, ability, dispositions and stability of staff." (Young Children, November 1995, p. 40)

Although we recognize that compensation is a critical piece to successful professional development and ensuring stability in the workforce, the dilemma for funding child care is complex. In our Professional Development System we have included recommended salary scales in Section Five, Job Descriptions. Each center, family provider, or agency will need to examine their wages, but competitive salaries are essential to recruit and retain employees, and to ensure a living wage. In order to maintain qualified professionals, wages must reflect commitment to the profession in terms of longevity and continuing professional development. Increased compensation cannot depend solely on parent fees or portable subsidies that replace parent fees. We need to partner with government, business, non-profits, and our local communities to improve the entry-level and continuing wages of our profession.

We are currently experiencing a crisis in child care. There are not enough workers to fill the demand of consumers, classrooms and centers are closing for lack of qualified, stable staff. The issue of wages and benefits must be addressed. This document might be used to educate parents, politicians and employers of the potential of funding a system that rewards and recognizes a commitment to quality.

Knowledge and Competency

An essential element in our System is the assumption that every caregiver who works with young children needs an understanding of child development and early education. As professionals remain in the field, gain expertise within the scope of a position or take on new responsibilities, they will always need to expand their knowledge and skills in order to be effective and to be fulfilled in their work. Learning can be organized within categories which we have identified as "Core Knowledge Areas." Detailed information on these areas can be found in Section Four. As you engage in new learning, you should distribute your activities in all the Core Knowledge Areas. Taking a conscious and thoughtful approach to acquiring new learning is beneficial to your own growth, as well as a benefit to the children and families you serve.

Our Career Lattices were developed with the philosophy that the best source for learning about the early childhood field is through coordinated formal training programs, either at the community level or at the higher education level. An accumulation of hours in randomly selected workshops is not comprehensive enough in scope to carry most practitioners through the Lattices. Individuals who have thoughtfully selected workshops and intentionally implemented and evaluated the information presented need the opportunity to demonstrate these competencies, rather than repeating coursework in areas in which they are already capable. Assessment of learning from workshops, or experience for credit in degree programs will also need to be initiated by individual programs and institutions.

The Lattices reflect our belief that practitioners need more benchmarks early in their career development to mark their progress and encourage their continued growth. Thus the Lattices have considerably more steps before the associate degree than after it.

Our System will need a strong career development and counseling component...helping you decide on your goals and what you need to do to accomplish them. Initially, this process can be accomplished through discussions with your employer, or if you are beginning your career, with advisors and counselors at our secondary and post secondary colleges and university. Since training and education are integral to professional development, our System will coordinate opportunities and invest in making them accessible (convenient times and locations), presented by qualified instructors, and affordable. In Section Six there is a list of agencies, organizations, and institutions which offer training and education. Sources of financial assistance for paying fees and tuition are also included. (Note: This section will always be under development, additional sources of training will be included in future editions of this Guide.)

Reading the Lattices

The Center-Based Career Lattice is comprised of five professional roles, and the Family Care Lattice has four roles. Levels within each role are listed horizontally across the top of the Lattice. Listed under each professional level are some of the positions that a person would be qualified to hold after having attained the education described. Where experience working with children is required to carry out the role, that experience is listed as well. The purpose of the Lattices is to offer and delineate several different points of entry into the early childhood profession. Additionally, it shows how various combinations of education and experience can continue to move practitioners into new levels of responsibility, challenge, and growth.

Entry level positions on the Center-Based Lattice were based on the requirements stated in proposed licensing standards. Other levels reflect the recognition of experience, increased training and education and commitment to the field of early care and education.

The various levels of the teacher positions reflect the varying demands and responsibilities that arise in different settings. For example, a practitioner teaching in a small privately run, half-day preschool program working with one other assistant may do well with the education and experience of a practitioner qualified as "Associate Teacher, Level 3." On the other hand, a practitioner working in a large community-based, all-day child care center with several staff members to supervise may need the education and experience outlined in the role of "Lead Teacher."

At a particular level on the Lattices, practitioners may assume any of the roles of that level or of any level before it. Practitioners may enter the lattice at a variety of levels. You do not need to meet all previous level requirements in order to advance to a different level or position. However, you must meet all of the requirements for the position and level for which you are applying for a credential.

Currently there are proposals to develop a Director's Certificate and a Mentor Certificate during the year 2000. The Career Lattices are presented with the philosophical commitment to develop educa-

tional opportunities for administrators and senior-level teachers. The training and experience of directors has a direct effect on overall program quality and developmentally appropriate practice. We see such training for all positions as a vital part of a quality child care system in New Hampshire.

Using the Lattices

Studies show that higher levels of education and training of individual teachers in early care and education are the best determinant of quality within a program. In order to provide all children in New Hampshire with quality early care and education experiences, all programs must have well-trained teachers. As licensing standards change, the roles of the individual teachers and administrators are more important than ever to maintain quality. It is hoped that the standards set forth in our Lattices will become the benchmarks of a state and/or local accreditation program.

The information presented in these Career Lattices is meant to be the minimum acceptable standards to work in a particular role in the field. Any child care center may have policies that require more education and/or experience than are listed in the Center-Based Lattice before working at that role in that center.

The levels on the Lattices recognize experience with relevant and appropriate ages of children. We do not separate caring for infants and toddlers from preschool age children for the purpose of receiving a credential. All children are developmentally distinct; the training and education in which you engage should be related to the age(s) you are working with, and should be reflected in your in-service activities. We recognize that providers may change focus to work with different age groups. It is your responsibility to acquire the knowledge required to meet the needs of the children in your care.

We anticipate creating endorsements in the future that will recognize age-specific expertise, for example: infant/toddler, preschool and school-age.

The most appropriate training and education for caring for children is in early childhood education. However, individuals do come to the field with no training in early childhood education or other professional preparation. Our system has many points of entry and recognizes ongoing and continuing education. To be qualified for many of the levels, formal coursework in early childhood is expected. If you have a degree in education, health care, home economics, child and family studies, or business, for example, credits in the Early Childhood Core Knowledge Areas would need to be documented. You may have taken general education or elective courses in your program in one or more of these areas, or you may need to take courses in order to qualify. Related educational programs do not necessarily provide the theories or concepts about early childhood growth and development. Official training records or transcripts must be submitted at the time of application that show successful completion of your learning in related Core Knowledge Areas.

Many individuals have learned on-the-job, through observation, practice, and self-study. Also through attending workshops, seminars, and conferences understanding of content offered through college-level courses may have been obtained. It is anticipated that a mechanism for demonstrating experiential learning will become part of our credentialling system. Until such time, any questions about experiential learning and position/level requirements should be addressed to the Child Development Bureau c/o Early Childhood Credential.

Another way to gain expertise, to advocate on behalf of children and families, and to share your knowledge with others, is to become active in local, state, regional, or national research, activities, or organizations. The category of Professional Activities is included in our Lattices as an expectation for those who seek recognition at the higher levels of professional development. When involvement in Professional Activities is required for advancement to a higher level, the activity must be completed since the last credential (or level) was awarded. The application has a section for recording professional activities.

Encouraging Growth and Development

Change is not always easy. Our ideal for quality care for children, experienced and trained child care educators with equitable salaries and benefits will not happen based on desire alone. It will take hard work and resources to implement what we share as a common goal. Current conditions are not encouraging. Centers are closing, staff are leaving for better paying jobs and there is a critical shortage of slots for care. New Hampshire is in a "state of emergency." Often overworked staff do not have the energy or resources to participate in continued training and education...even if they want.

What can be done to facilitate change that will make a difference? Owners and directors of centers must commit themselves to investing in staff development and compensation. One director was quoted as saying "If I put as much money into raises as I have in placing want ads and training new staff every year, we'd be ahead of the curve!" However, solutions will be complex since the full cost of care cannot be covered fully by parent fees and government reimbursement. The formula must include employer and community support. Subsidies for training and education coupled with business partnerships would begin to reverse the "Catch 22" cycle being experienced by the child care field.

There are many agencies and organizations which offer free or inexpensive training. Employees can be encouraged to start easy and engage in experiences that are not threatening. As confidence grows, new challenges can be met through college courses. Resources for help in paying for higher education can be found in Section Six.

Directors and supervisors need to work collaboratively with staff to set goals for improving performance based on continued training and education. Ongoing evaluation and feedback will encourage growth and reinforce the connection between the competence of providers and quality care for children.

As individuals expand their own expertise, moving up levels within our credentialling system will recognize their years of experience and educational attainments. They should also be rewarded through increases in pay and additional benefits.

Through continued efforts to increase community awareness and address parental concerns for quality, local, state, and federal resources — from business, industry and government — must be part of the solution to our current crisis.

Section Two
Center-Based Career Lattice

Center-Based Career Lattice

CHILD CARE ASSISTANT

	Pre-credential Level	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-service	Professional Expectations	Professional Expectations	HS diploma or GED & one HS credit in ECE or Child Care Basics	HS diploma or GED & two HS credits in ECE or Child Care Basics & Beyond CC Basics	HS diploma or GED & two HS credits in ECE or Child Care Basics & Beyond CC Basics
Training & Education In-Service	Orientation to Center Policies & Practices	Child Care Basics	Beyond Child Care Basics	24 hrs. training or 3 ECE cr in Core Knowledge Areas	40 hrs. training or 6 ECE cr in Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care	Camp Counseling Babysitting Parenting Foster Care	6 months	12 months	24 months
Professional Activities	Not required	Not required	Not required	Not required	Not required
Minimum Age	16	16	18	18	18
Career Opportunities	Program Aide Child Care Assistant	Program Aide Child Care Assistant	Program Aide Child Care Assistant Au Pair (Nanny) License exempt FCC provider	Associate Teacher After School Aide Recreational Child Care Au Pair (Nanny) License exempt FCC provider State licensed FCC provider	Associate Teacher After School Aide Recreational Child Care Au Pair (Nanny) State licensed FCC provider

NOTE: 3 cr or 12 hrs of any educational requirement must be in Child Growth and Development (CGD)
** Degrees other than in ECE will qualify if required number of credits in Early Childhood are documented.*

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Center-Based Career Lattice

ASSOCIATE TEACHER

	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Any of the following: • 6 ECE cr • 3 ECE + plan 3 add'l cr w/in 12 mos + 1000 hrs in Licensed/Public/Private Center • Enroll in 3 cr + plan 3 add'l cr w/in 12 mos. + 2000 hrs in Licensed/Public/Private Center • 1000 hrs w/dir recom + 3 cr by 6/30/2000 • 2 yrs vocational CC course + hs diploma or GED • 72 training hrs as of 12/31/00 (12 hrs. HGD) • 5 yrs exp Child care worker as of 6/24/00	9 ECE cr	12 ECE cr or CDA or Apprentice Child Care Development Specialist	24 ECE cr or CDA or Associate Degree in ECE or *Associate Degree (15 EC cr)
Training & Education In-Service	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas
Experience with relevant & appropriate age group	Not required	12 months	18 months	24 months or 200 practicum hrs
Professional Activities	Not required	Not required	Membership in EC Organization	Membership in EC Organization
Minimum Age	18	18	21	21
Career Opportunities	Associate Teacher in Child Care Private Preschool Head Start Nursery School State Licensed FCC	Assoc. Teacher/Child Care Private Preschool Head Start Nursery School	Lead Teacher Assoc Teacher/Child Care Private Preschool Head Start Nursery School	Lead Teacher RR Data Specialist

NOTE: 3 cr or 12 hrs of any educational requirement must be in Child Growth and Development (CGD)

** Degrees other than in ECE will qualify if required number of credits in Early Childhood are documented.*

Center-Based Career Lattice

LEAD TEACHER

	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	HS Diploma or GED One of the following: • 12 Cr in ECE • Current CDA + 3000 hrs exp. • Current CDA + 1500 hrs exp. & Head Start employment • 3000 hrs exp. + 6 cr ECE and enroll in 3 cr ECE + plan add'l 3 cr w/in 12 mos. • 3000 hrs exp + 6 cr ECE + employed prior to 12/31/00 in position of teacher • 144 clock hrs (36 in HGD) prior to 12/31/00	CDA or Assoc. Degree in ECE or *Assoc. Degree (12 EC cr)	Assoc. Degree in ECE or *Assoc. Degree (24 EC cr) or Bach. Degree in ECE *Bach. Degree (24 EC cr)	Bach. Degree in ECE *Bach. Degree (30 EC cr)
Training & Education In-Service	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas Mentor Certificate
Experience with relevant and appropriate age group	• Document 5 yrs in position as of 7/24/90	1 year	2 years	3 years
Professional Activities	Membership in EC Organization	Membership in EC Organization	Membership in EC Organization	Membership in EC Organization
Career Opportunities	Group Child Care Head Start Lead Teacher Child Care Nursery Preschool Program Center Based Night Care	Head Start Asst. Director Head Start Teacher Lead Teacher	Head Start Asst. Director Lead Teacher Center Director RR Public Parent Counselor I RR Comm. Outreach Worker RR Provider Counselor I	Mentor Teacher Director Ed Coordinator NAEYC Validator CDA Instructor RR Pub. Parent Counselor II RR Corp. Parent Counselor RR Provider Counselor II RR Data manager RR CCB Trainer RR Home Visitor

NOTE: 3 cr or 12 hrs of any educational requirement must be in Child Growth and Development (CGD)

** Degrees other than in ECE will qualify if required numbers of credits in Early Childhood are documented.*

Center-Based Career Lattice

DIRECTOR

	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Any of the following: • Assoc. Degree in ECE • Current CDA + 3000 hrs exp. • Current CDA + 1500 hrs exp. and Head Start employment • Bachelor Degree in Education • Montessori Director's Credential • 60 cr (24 in ECE) prior to 12/31/00 • 60 cr (12 in ECE) + Dept. approval prior to 12/31/00	CDA or Assoc. Degree in ECE or *Assoc. Degree (12 EC cr)	Assoc. Degree in ECE or * Assoc. Degree (24 EC cr) or Bach. Degree in ECE * Bach. Degree (24 EC cr)	Master Degree in ECE or *Master Degree (24 EC cr)
Training & Education In-Service	6 hrs in Core Knowledge Areas	3 cr. Admin/Supervision 6 hrs in Core Knowledge Areas	6 cr. Admin/Supervisor or Director or Mentor Certificate 6 hrs in Core Knowledge Areas	9 cr. Admin/Supervisor or Director or Mentor Certificate 6 hrs in Core Knowledge Areas
Experience with relevant and appropriate age group	• 1000 hours of work with Children Licensed CC, Private/ Public School • Document 5 yrs exp in position prior to 7/24/90 • Document by Licensing Dept of ed. equivalent , approved prior to 6/24/90	2 years	3 years	4 years or more
Professional Activities	Membership in EC Organization	Membership in EC Org. Documentation of one Profess. Activity annually	Membership in EC Org. Documentation of one Profess. Activity annually	Membership in EC Org. Documentation of one Profess. Activity annually
Career Opportunities	Assistant Director Lead Teacher Head Start Site Director	Head Start Site. Director Assistant Director High School vocational ECE teacher	R & R Director Mentor Center Director NAEYC Validator CDA Instructor Head Start Site. Dir. Head Start Program Dir. High School vocational ECE teacher	Multi-Center Director Mentor NAEYC Validator CDA Instructor Education Coordinator Head Start Site Director Head Start Prog. Director High School vocational ECE teacher

NOTE: 3 cr or 12 hrs of any educational requirement must be in Child Growth and Development (CGD)

** Degrees other than in ECE will qualify if required numbers of credits in Early Childhood are documented.*

Center-Based Career Lattice

TRAINER, MENTOR, FACULTY

	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Bach. Degree in ECE or *Bach Degree (24 EC cr)	Bach. Degree in ECE or *Bach. Degree (24 EC cr) or *Master Degree/related field (12 EC cr)	Master Degree in ECE or *Master Degree/related field (24 EC cr) and Mentor Certificate	Doctorate in ECE or *Doctorate in related field (24 Ec cr)
Training & Education In-Service	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas	6 hrs in Core Knowledge Areas
Experience with relevant and appropriate age group	1 year	2 years	4 years	5 years or more
Professional Activities	Membership in profess. organization plus one Professional Development Activity annually	Membership in profess. organization plus one Professional Development Activity annually	Membership in profess. organization plus one Professional Development Activity annually	Membership in professional organization plus one Professional Development Activity annually
Career Opportunities	Center Director CDA Trainer R & R Trainer Multi-Site Director Consultant College Faculty (2 yr college) High School vocational ECE teacher	Center Director CDA Trainer R & R Consultant Consultant College Faculty High School vocational ECE teacher	College Faculty Administrator Consultant Mentor High School vocational ECE teacher	College Professor Researcher Administrator Department Chair Consultant

NOTE: 3 cr or 12 hrs of any educational requirement must be in Child Growth and Development (CGD)

** Degrees other than in ECE will qualify if required numbers of credits in Early Childhood are documented.*

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Section Three
Family Care Career Lattice and Descriptions

Family Child Care Career Lattice

Philosophy

The Family-Based Child Care Career Lattice was developed with the philosophy that the best preparation for the family-based early childhood field is through coordination of formal and informal training programs. Added to this is the sharing of experience and knowledge by very experienced, educated providers who will mentor those with less experience and education. Mentors will share not only their knowledge of ECE, but their business savvy, with valuable communication skills, as well as their experience within the family child care market. Though turnover within family child care is low, assisting providers on a positive career track is an important aspect to keeping providers within the field and avoiding long-term provider burn out.

The qualifications on this Career Lattice are meant to be minimal acceptable standards. The Lattice reflects our beliefs that the family-based child care provider should be presented with many small career steps, since achieving them will be difficult given the following factors:

- the number of hours worked on a weekly basis for most family childcare providers varies from 30 to 50, and sometimes even 60 hours per week and,
- the majority of many, many family-based child care providers have small children of their own to attend to after business hours.

Providing convenient methods for providers to accomplish their higher education goals is essential. Providing caregivers with useful family-based child care information for the wide range of ages of children cared for (6 weeks to 13 years old) is important. Support and guidance should come from within the field. It is essential that all family child care providers be provided with the opportunity for placement on the Lattice.

Using the Lattice

Studies show that higher levels of education and training of child care providers are the best determinants of quality within a program. In order to provide all children in New Hampshire with quality child care experiences, all family-based child care programs must have well-trained providers.

Reading the Lattice

The Family Child Care Career Lattice is comprised of four professional roles. The New Hampshire Family Day Care Association through extensive consultation with their membership created the position titles and levels. Registered and Licensed represent status within NH Licensing definitions. Master and Certified are titles which recognize increasing experience and higher levels of educational attainment. When accreditation is mentioned it refers to accreditation for family providers available through the National Association for the Education of Young Children. Levels within each role are listed horizontally across the top of the Lattice. Listed under each professional level are the positions that a person would be qualified to hold after having attained the education and experience described. The purpose of this Lattice is to offer several points of entry into the early childhood profession. Additionally it shows how various combinations of education and experience can continue to move providers into new levels of challenge, growth, and development. When providers meet these new challenges, they will be better prepared to cross between roles within the larger early care and education community.

At a particular level on the Lattice, providers may assume any of the roles of that level or of any level before it. Providers may enter the Lattice at a variety of levels.

In the Family Lattice there is additional information on professional requirements and benefits. These categories refer to expectations and opportunities available through the NH Family Day Care Association. Professional requirements refer to standards set by the association for business practices (a contract) and involvement on local or regional Family Child Care networks. Benefits are available through the state association in terms of mentoring and eligibility for organizational stipends. Questions about these categories should be referred to the NH Family Day Care Association, 1369 Battle Street, Webster, NH 03303.

In-Service Training

Of these training hours 6 shall fall within the areas specified by the state child care licensing standards for family childcare providers. Additional hours of annual in-service training might apply to areas such as professional growth, small business topics, and key knowledge areas relating to family childcare. These topics may also include training, such as: professionalism in family child care, professional goal setting, small business management, parent/provider agreements and child care business policies, small business financial management, or planning, small business taxes, state licensing regulations, and topics related to operating a successful sole proprietorship.

Family Child Care Career Lattice

REGISTERED - LICENSED

	Registered Level 1	Registered Level 2	Licensed Level 1	Licensed Level 2
Training & Education Pre-Service	High school diploma or GED Infant/Child CPR & First Aid	High school diploma or GED Infant/Child CPR & First Aid Four Child Care Basics workshops or 1 cr in high school child care classes	High school diploma or GED Child Care Basics & Beyond the Basics or College child Dev. course or 2 cr in high school child care classes	High school diploma or GED 16 college cr toward CDA, Assoc or Bach. in ECE or related field or 3 yrs exp. as a state licensed FCC provider plus completion of Child Care Basics & Beyond (Note: a provider may qualify for this level with 2 yrs exp.)
Training & Education In-Service	Health and Fire Inspections	Health and Fire Inspections	6 hrs annual training in approved areas	6 hrs annual training in approved areas
Experience	40 hrs apprenticeship in Licensed Level 2 or higher FCC home	1 yr in child care field or 40 hrs apprenticeship in a Licensed Level 2 or higher FCC home	1 yr in child care field or 40 hrs of FCC observation before benefits can be received	2 yrs exp. as state licensed FCC provider or 1 yr exp as FCC licensed provider & 1 yr exp in other ECE related field
Minimum Age	18	18	21	21
Career Opportunities	License Exempt FCC home care provider	License Exempt FCC home care provider FCC group home worker	State Licensed FCC provider FCC group home worker or aide	State Licensed FCC group provider State Licensed FCC provider FCC group home worker
Status	Registered with State	Registered with State	State Licensed	State Licensed
Professional Requirements		Uses Business Contract	Actively participates in regional FCC group Uses Business Contract	Actively participates in regional FCC group Uses Business Contract
Benefits	Listed with local R&R Participation in Food Program May Join Toy Lending Library Access to mentor	Listed with local R&R Participation in Food Program May Join Toy Lending Library Access to mentor	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Access to mentor Eligible for Stipend 1	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Access to mentor Eligible for Stipend 1

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Family Child Care Career Lattice

MASTER - CERTIFIED

	Master Level 1	Master Level 2	Certified Level 1	Certified Level 2
Training & Education Pre-Service	CDA or 24 credits toward a degree (15 of which should be in ECE)	CDA plus 15 credits toward a degree (18 credits in ECE) Accredited FCC provider (Optional at this level)	Assoc in ECE or related filed, or 72 college level credits toward a bach degree (24 cr in ECE) Accredited FCC provider	Bach in ECE or related field (36cr in ECE) Accredited FCC provider
Training & Education In-Service	6 hrs annual training in approved areas	6 hrs annual training in approved areas	6 hrs annual training in approved areas	6 hrs annual training in approved areas
Experience	3 yrs as State Licensed FCC provider	5 yrs as State Licensed FCC provider	5 yrs as State Licensed FCC provider	7 yrs as State Licensed FCC provider
Minimum Age	21	21	23	25
Career Opportunities	License Exempt FCC home care provider	License Exempt FCC home care provider FCC group home worker	State Licensed FCC provider FCC group home worker or aide	State Licensed FCC group provider State Licensed FCC provider FCC group home worker
Status	State Licensed	State Licensed	State Licensed	State Licensed
Professional Requirements	Actively participates in regional FCC group Uses Business Contract Professional Portfolio Member of state FCC Group	Actively participates in regional FCC group Uses Business Contract Professional Portfolio Member of state FCC Group	Actively participates in regional FCC group Uses Business Contract Professional Portfolio Member of state FCC Group & Actively participates as Board Member, officer, or member	Actively participates in regional FCC group Uses Business Contract Professional Portfolio Member of state FCC Group & Actively participates as Board Member, officer, or member
Benefits	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Eligible for Stipend 1 Access to higher level mentor	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Eligible for Stipend 1 & 2 (If awarded accreditation) Access to higher level mentor	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Eligible for Stipend 1 & 2	Listed with local R&R Access to Group Health Ins. Participation in Food Program May Join Toy Lending Library Eligible for Stipend 1 & 2

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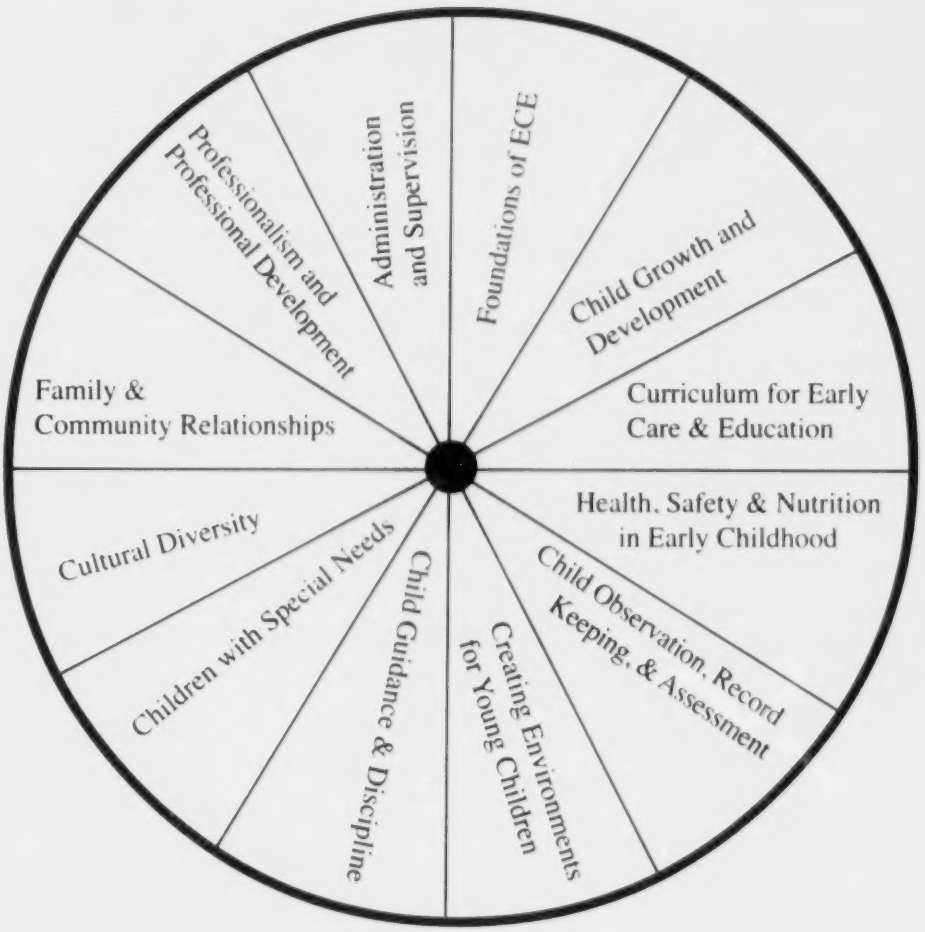
Section Four
Core Knowledge Areas


Foundations of ECE
Child Growth and Development
Curriculum for Early Care & Education
Health, Safety & Nutrition in Early Childhood
Child Observation, Record Keeping, & Assessment
Creating Environments for Young Children
Child Guidance & Discipline
Children with Special Needs
Cultural Diversity
Family & Community Relationships
Professionalism and Professional Development
Administration and Supervision

Core Knowledge Areas

A core knowledge base for the field of early care and education is the foundation of a professional development system. It provides a consistent set of knowledge and skill areas common to all roles in the field.

The knowledge base defines what practitioners who work with young children and families must know and be able to do. It also provides a basis for self-assessment and reflection, and is designed to help practitioners determine areas of professional competence and areas for further growth.

The following 12 core knowledge content areas are recommended as a blueprint for the organization of early childhood training and curriculum development.

1. Foundations of Early Childhood Education
2. Child Growth and Development
3. Curriculum for Early Care and Education
4. Health, Safety, and Nutrition In Early Childhood
5. Child Observation, Record Keeping, and Assessment
6. Creating Environments for Young Children
7. Child Guidance and Discipline
8. Cultural Diversity
9. Children with Special Needs
10. Family and Community Relationships
11. Professionalism and Professional Development
12. Administration and Supervision

Each content area is multifaceted, and recognizes progressive levels of competency:

- Awareness
- Acquisition
- Application
- Assessment and Extension

A process for developing specific objectives for each level, and a means of demonstrating competency, is a necessary follow-up to this initial framework.

Early Childhood Core Knowledge Areas

1. Foundations of Early Childhood Education

- Historical and philosophical foundations of early care and education
- Diversity of early childhood programs
- National and international models
- Current issues, trends, research, and opportunities in the field

2. Child Growth and Development

- Child development theories, methods of research, and effects on early care and education
- Domains (physical, emotional, social, cognitive, and aesthetic) and stages of development, conception through age eight
- Environmental, biological, social, and cultural influences on growth and development
- Links between development and learning
- Roles and responsibilities of parents, educators, and caregivers

3. Curriculum for Early Care and Education

- Significance of play and emergent curriculum in learning and development
- Developmentally appropriate practices that focus on children's needs and interests, and consider culturally-valued content and home experiences
- Learning experiences that help children develop emerging intellectual curiosity, problem solving and decision making skills, and critical thinking
- Integration of learning experiences with curriculum theories and current research
- Design, implementation, and evaluation of early care and education programs

4. Health, Safety and Nutrition in Early Childhood

- Health, nutrition, and well-being for young children, ages birth through eight
- Implementation of safety management practices
- Knowledge of major issues affecting the health and safety of young children in family and center-based care
- Health record keeping and policy considerations

5. Child Observation, Record Keeping, and Assessment

- Methods of observing child behavior and progress
- Documentation of growth and learning
- Use of informal and formal assessments to plan activities, individualize programs, and improve program quality

6. Creating Environments for Young Children

- Planning and implementation of appropriate environments for young children, ages birth through eight, which facilitate development in all domains
- Design of new environments or modification of existing ones, that nurture and educate young children, and meet state regulatory agency requirements
- Appropriate equipment and materials for outdoor and indoor learning spaces

7. Child Guidance and Discipline

Theories of guidance and discipline
Team approach to discipline
Positive child guidance strategies that promote pro-social behavior

8. Cultural Diversity

Recognition of diversity in society
Family involvement in early multicultural learning
Anti-bias curriculum in early childhood programs
Effective methods of working with families of varied cultural, linguistic, and socioeconomic backgrounds

9. Children with Special Needs

Developmentally appropriate practices for children with developmental variations, emotional, cognitive, language, and/or physical challenges
Understanding young children with special needs
Effective partnerships with parents, families, and other professionals
Inclusionary practices
Design of accessible learning environments
Theoretical and legal foundations for special programs
Sign Language

10. Family and Community Relationships

Supportive and effective communication skills
Dynamics, roles and relationships among children, families, and early childhood professionals
Community resources that support children and families
Sociology of children and families
Parent participation in early care and education programs

11. Professionalism and Professional Development

Self-awareness and assessment
Personal philosophical perspective as a basis for making professional decisions
Early childhood ethics and professional behavior
Mentorship
Collaborative team process
Early childhood advocacy
Awareness of professional organizations, licensing and credentialling processes, educational and community resources

12. Administration and Supervision

Facility and daily operations
Financial planning and management
Staff and program development, supervision, and evaluation
Leadership, team building, and conflict resolution
Knowledge of child care policies, licensing regulations, legal and advocacy issues
Determination of community child care needs, marketing, public relations

Section Five
Job Descriptions, Recommended Salaries, and Career Opportunities

Overview

The job descriptions which follow identify typical daily responsibilities of professionals working with children, infants through age eight, and also those who educate and train providers and teachers. Regardless of level of credential or responsibility, all teachers are students/learners and models. Their personalities and actions influence and transform children and families.

Personal attributes of passion, insight, and commitment to learn from and about children are most desirable. The human qualities of patience, warmth, positive energy, versatility, self-confidence and self-respect, sound physical, mental, and emotional health, a nurturing spirit, and an appreciation and respect for children and childhood are essential. Above all, quality teachers model a sense of adventure, high, age-appropriate expectations and authenticity, by personalizing teaching and integrating their individuality into their work. These qualities and attributes strengthen bonds between teachers and children, and provide enrichment and fulfillment for both.

Candidates for position and careers in early childhood education are encouraged to explore health requirements associated with employment in child care, preschool and related settings for young children. Individuals with special needs requiring accommodations that may affect their placement and/or employment ability are advised to discuss specific career goals with potential employers.

Also included are recommended entry salary ranges (page 43) and a chart of Career Opportunities for Early Childhood Professionals (pages 44 and 45).

Child Care Assistant

Child care assistants help to create a warm, caring, and safe environment to support children and teachers in ways that improve the overall quality of care and education. The presence of a child care assistant increases the number of adults in a classroom who can respond to each child's interests and needs, either in a small group or on a one-to- one basis. As a member of an educational team, the child care assistant must be able to communicate with colleagues, listen well, and work effectively with others. The child care assistant works under the direct supervision and observation of a lead teacher or director.

Responsibilities include:

Child and Family Relations

- Greet each child and family and assist in the transition from home to child care setting
- Respond sensitively to the interests, requests, and needs of individual children
- Actively engage children in developmentally appropriate activities
- Promote and model good hygiene and nutrition by eating meals with the children
- Encourage emerging self-help skills
- Meet the basic physical and emotional needs of children

Staff and Team

- Assist teachers in recognizing and recording children's progress, and documenting accidents, medication, and concerns
- Assist in the implementation of curricula activities

Classroom Maintenance

- Assist in the maintenance of an organized, clean, and well-equipped classroom

Staff Development

- Maintain certification in infant/child CPR and First Aid
- Develop individual Professional Development Plan with the director to maintain credential

Associate Teacher

Associate teachers help to create a warm, caring, and safe environment to support children and teachers in ways that improve the overall quality of care and education. The presence of an associate teacher increases the number of adults in a classroom who can respond to each child's interests and needs, either in a small group or on a one-to-one basis. The associate teacher has knowledge of early childhood growth and development, as well as health, safety, and nutrition as it affects young children. As a member of an educational team, the associate teacher must be able to communicate with colleagues, listen well, and work effectively with others. The associate teacher works under the direct supervision and observation of a lead teacher or director.

Responsibilities include:

Child and Family Relations

- Greet each child and family and assist in the transition from home to child care setting
- Respond sensitively to the interests, requests, and needs of individual children
- Actively engage children in developmentally appropriate activities
- Promote and model good hygiene and nutrition by eating meals with the children
- Encourage the development of emerging self-help skills
- Meet the basic physical and emotional needs of children
- Interact playfully with children and encourage natural exploration and curiosity
- Use positive child guidance strategies to promote pro-social behavior

Staff and Team

- Assist teachers in recognizing and recording children's progress, and documenting accidents, medication, and concerns
- Assist in the implementation of curricula activities
- Communicate concerns regarding children and families to the teacher or director
- Assist in the implementation of IFSP/IEP objectives as directed by the lead teacher
- Assist with required documentation and record keeping

Classroom maintenance

- Assist in the maintenance of an organized, clean, and well-equipped classroom

Staff Development

- Maintain certification in infant/child CPR and First Aid
- Develop individual Professional Development Plan with the director to maintain credential

Family Child Care Provider

Family providers care for children in their homes. They provide safe environments and offer stimulation for infants, toddlers, and often school age children before and after school hours. The space they provide mirrors a family setting, and many families choose this option as a way of helping the child feel secure. Care is provided for less than 24 hours per day, except in emergencies, for up to six children from one or more related families. Providers are responsible for the health and safety of all children in their care. Special precautions must be followed to ensure that the residence is free from hazards and meets local health and safety codes.

Responsibilities include:

Child and Family Relations

- Greet each child and family and assist in the transition from home to child care setting
- Meet the basic physical and emotional needs of children
- Encourage emerging self-help skills
- Promote and model good hygiene and nutrition by preparing and eating meals with children
- Respond sensitively to the interests, requests, and needs of individual children
- Communicate on a daily basis with parents about their child's day

Home Environment

- Maintain clean, safe areas for children to play and learn
- Provide toys, books, and games appropriate to the age of the children
- Have rest areas (cribs or beds) appropriate to the age of the children
- Establish fire escape and emergency procedures

Staff Development

- Engage in learning opportunities to improve knowledge and skills
- Maintain certification in infant/child CPR and First Aid

Lead Teacher

A lead teacher must respect young children and their families, and have knowledge and skills that support children's learning. Lead teachers understand children's cognitive, emotional, social and physical development and use this knowledge to develop a curriculum and classroom environment in which children will learn and succeed. As the leader of the educational team, lead teachers are responsible for developing a cohesive teaching team. They must be skilled in communicating with adults, so they can work effectively with families and the members of their teaching team.

Responsibilities include:

Child Relations

- Respond sensitively to the interests, requests, and needs of individual children
- Actively engage with children in their activities
- Encourage the development of emerging self-help skills
- Interact playfully with children, and encourage natural exploration and curiosity
- Use positive child guidance strategies to promote pro-social behavior
- Ensure that the children are safe and, as much as possible, feel secure

Family Relations

- Establish frequent communication with families through informal discussions and/or daily notes
- Prepare, schedule, and conduct conferences with families
- Encourage and support active family involvement in classroom activities
- Make recommendations to the director for social services, medical and/or developmental needs of the children, and in cooperation with the director, initiate follow-up steps for referral with the family

Curricula

- Plan, prepare, coordinate and oversee an age-appropriate, inclusive, child-centered classroom curriculum based upon developmentally appropriate practices
- Use child observation notes as a tool for curriculum planning to respond to individual interests and needs
- Develop an organized and well-equipped classroom
- Participate in IFSP/IEP teams
- Implement IFSP/IEP objectives as indicated for children with special needs

Staff and Team

- Lead regularly scheduled planning meetings with the educational team
- Supervise child care assistants and associate teachers working in their classroom
- Communicate with the director regarding staff, interns, and volunteer needs

Administrative

- Keep up-to-date and accurate records
- Develop schedules and routines to ensure that policy guidelines for cleanliness and the disinfecting of materials are followed
- Dispense medications according to policy guidelines
- Administer first aid as needed, and handle emergency situations quickly and calmly
- Maintain required records, forms, and files

Staff Development

- Maintain certification in infant/child CPR and First Aid
- Develop individual Professional Development Plan with the director to maintain credential

Director/Administrator

Directors create and implement a vision of quality. Much like administrators of other programs, such as elementary school principals, directors/administrators of early childcare and education centers are ultimately responsible for the health and safety of children, all daily activities, facility operations, and the long term planning necessary to create high quality and sustainable early childhood programs. Directors may be called upon to act as managers, financial analysts, recruiters, marketers, communicators, education specialists and psychologists. It is also recommended they have knowledge of child development, age-appropriate curriculum, staff development, and laws affecting children and families, as well as program licensing, and community resources. Strong skills in written and verbal communications, interpersonal relationships, and leadership are essential.

Responsibilities include:

Program and Curriculum Development

- Establish educational philosophy and developmentally appropriate curriculum
- Assist teachers in planning and implementing weekly, monthly, and yearly classroom curriculum and activities
- Supervise and evaluate all programs, daily activities, schedules, and progress reports

Enrollment

- Meet with prospective parents and children
- Oversee registration process to ensure optimal enrollment
- Encourage and implement inclusion and diversity goals
- Assist staff and parents with placement decisions
- Ensure appropriate teacher-to-child ratios

Personnel

- Recruit, hire, train, observe, supervise, evaluate, and terminate (when necessary) all personnel
- Develop and update job descriptions
- Review and recommend staff salaries to Board as necessary
- Plan, review, and implement personnel policy
- Maintain effective working relationship with all staff

Staff Development

- Provide orientation and opportunities for continuing staff education and training
- Conduct regular staff meetings

Fiscal Activities

- Prepare annual budget, staff contracts, and fiscal reports as necessary
- Supervise center operations within annual budget
- Oversee all equipment and materials purchases

Health and Safety

- Follow all applicable regulations and procedures regarding health and safety of children
- Establish illness and emergency procedures

Physical Plant Operations

- Plan for all equipment for indoor and outdoor spaces
- Order and distribute supplies for meals, snacks for classrooms and office
- Allocate space
- Supervise janitorial services
- Plan for and supervise all maintenance of property

Parents

- Maintain good communication with parents of enrolled and prospective students through newsletters and parent handbook
- Participate in parent-teacher conferences
- Mediate concerns between parent and teachers
- Support staff in maintaining effective communication with parents
- Attend all parent meetings and assist in planning all parent functions

Community Relations

- Maintain good communication with regulatory agencies
- Promote positive community relationships with agencies and organizations offering services (schools, mental health centers, etc.)
- Develop and implement outreach activities to enhance image, reputation, and knowledge of center and program

Miscellaneous

- Evaluate all staff activities and functions
- Prepare and distribute annual report
- Maintain professional library for staff
- Maintain professional activities and related professional memberships
- Develop and implement annual school calendar
- Maintain, evaluate, and update as necessary, director's job description
- When appropriate, perform all required duties related to Board of Director's requirements (implementation of legal responsibilities, communication, and budgetary reports, etc.)

Mentor

The mentor teacher combines an understanding of adult development and communication skills with knowledge and experience in early childhood, and is willing to share these in respectful ways with individuals newer to the field. A mentor develops and initiates new curriculum and may provide a model classroom environment where antibias, inclusionary, and developmentally appropriate, high quality early childhood practices are articulated. Mentors may advise/tutor student teachers, child care assistants, associate teachers, and/or teachers. Mentors may work independently or affiliate with specific schools/colleges or organizations. Mentors contribute to and promote professional ethics, development, and leadership in early childhood education.

Responsibilities include:

- Observe, coach, and provide feedback that is constructive and offer direction
- Be flexible and accommodate individual's schedules and responsibilities
- Provide information and access to available resources
- Consult and assist in goal setting, problem-solving, and reflective practice
- Provide access to peer support and guidance when appropriate
- Model effective practices
- Serve as an advocate

Trainer/Consultant

Trainers/consultants in early childhood education work with adults who care for young children, such as child care providers, parents, elementary school teachers, preschool, and special education staff. Trainers/consultants may be self-employed, or work with agencies or colleges. They require in-depth knowledge of a particular area or areas in early childhood education, as well as excellent presentation and communication skills.

Responsibilities include:

- Research and prepare for presentations, workshops, and seminars
- Prepare, update, and improve written materials
- Network to expand knowledge of potential audiences such as Head Start, child care centers, state agencies, parent-teacher organizations, early childhood training programs, etc.
- Demonstrate knowledge of adult learning and effective teaching techniques
- Engage in professional development, research, and continuing education to remain informed of current advancements in the field of early childhood development, and education
- Keep financial records to ensure and record payment of services
- Adhere to a professional code of ethics
- Develop brochures, flyers, and direct mailings to market areas of skills and knowledge

College or University Faculty

College and university faculty combine commitment to understanding adult development with excellent communication skills and extensive theoretical knowledge and practical experience in early childhood education. Positions are usually ranked as follows: lecturer, instructor, assistant professor, associate professor, and professor. A department chair is a full-time professor, and faculty/program coordinator. Faculty may be full-time or adjunct; however, regardless of title, all faculty are expected to keep up with current issues, trends, research, and practice related to their specialty; to organize and convey that knowledge; and to have superior writing and communication skills. Faculty may act as community resources, offering training, consultation and/or technical assistance to those working in early childhood education, along with serving on regional, state, and national committees. Faculty are members of professional organizations, and must adhere to a related professional code of ethics.

Responsibilities include:

- Design and teach courses
- Advise students in career/course selection
- Supervise students in field and practicum placements
- Administer lab courses and projects
- Fulfill duties such as committee work, research, grant writing, and/or writing for professional publications.
- Attend department and faculty meetings
- Develop and update, as necessary, a Professional Development Plan
- At the graduate level, serve on dissertation committees
- Be an advocate for the profession, and for children and families

Department Chair

In addition to typical responsibilities listed above, the department chair establishes a vision for his/her program, coordinates scheduling and sequencing of general education and major courses, convenes and facilitates meetings, assigns advisors to students, coordinates personnel activities, supervises and evaluates staff, monitors lab school activities, develops the department budget, and advocates at every opportunity.

Recommended Salary Guidelines

Adequate salaries, compensation, and employee benefits are essential for a successful Professional Development System, one which fosters quality child care and a well-trained, consistent workforce. Today's wages do not reflect the education, experience, or the contribution providers give to early care and education. According to NH labor statistics clerical staff, waitresses and dog groomers are all paid more than teachers in our child care centers.

We are recommending a shift in community commitment and support for child care. The guidelines in this section are **not reality** in most of the state (however a few centers report their success in paying some levels of these wages). **This is where we should be and need to be, in order to sustain our profession.** Centers need to begin a budget planning process to incorporate these wages as projections within reach. Advocates need to begin community partnerships to put new mechanisms in place to implement these recommendations.

The salary guidelines that are proposed were derived from December 1999 wage information. Sources included comparative data from Employment Security, the State of New Hampshire Department of Administrative Services, Division of Personnel, the Wolfeboro Area Children's Center, and responses to surveys administered through the College for Lifelong Learning.

In addition to competitive salaries, workers in the field are more motivated to remain on the job when they receive benefits such as health insurance, paid vacations, and retirement plans. For example, in a recent survey of 80 providers pursuing college degrees only 41% reported having paid vacations, 40% health coverage, 30% dental coverage, 18% retirement plans and 21% life insurance. If employers of early childhood professionals wish to attract and retain a steady workforce, issues such as comprehensive benefits must also be addressed.

Note: Data is market sensitive. Frequent comparisons should be made to provide accurate comparison.

(December 7, 1999)

The following are recommended entry level salary scales for the positions and levels on the Center-Based Career Lattice. These hourly rates are based on market data for comparable jobs in New Hamsphire with similar responsibilities and educational requirements. Additional compensation would be desirable for years of service, additional education, and satisfactory job performance. Competitive wages will attract more qualified workers to the field, will help to retain the workforce and ensure a lower rate of staff turnover, and will assure quality of care for children through highly competent, professional performance by providers.

	Level 1	Level 2	Level 3	Level 4
Child Care Assistant	$ 8.80	$ 9.15	$ 9.50	$10.00
Associate Teacher	$10.00	$10.50	$10.75	$11.25
Lead Teacher	$11.25	$11.75	$12.00	$12.50
Director	$19.00	$20.00	$22.00	$25.00

Career Development Opportunities

	CENTER-BASED	FAMILY CHILD CARE	PUBLIC SCHOOLS/ HIGHER EDUCATION	TRAINING CONSULTATION
TRAINER/MENTOR FACULTY				
LEVEL 4	Administrator		College Professor Researcher Department Chair	Consultant
LEVEL 3	Administrator Mentor Center Director		College Faculty HS VocEd ECE teacher Researcher	Consultant CDA Trainer
LEVEL 2	Multi-site Director Center Director Teacher	Trainer Mentor	College Faculty HS VocEd ECE teacher	CDA Trainer R &R Trainer Consultant
LEVEL 1	Multi-site Director Center Director Teacher	Trainer Mentor	College Faculty (2yr.) HS VocEd ECE teacher	R & R Trainer CDA Trainer
DIRECTOR				
LEVEL 4	Multi-site Director Mentor Center Director Head Start Site Director Head Start Program Director Head Start Agency Director		Preschool-Grade 3 Teacher (w/Cert.)	Education coordinator CDA Instructor NAEYC Validator
LEVEL 3	Lead Teacher Mentor Center Director Head Start Site Director Head Start Program Director	Licensed FCC Group Provider Licensed FCC Provider FCC Group Home Worker	Preschool-Grade 3 Teacher (w/Cert.) HS VocEd ECE teacher	CDA Instructor NAEYC Validator R&R Director
LEVEL 2	Head Start Site Director Asst. Director Lead Teacher	Licensed FCC Provider FCC Group Home Worker	Preschool-Grade 3 Teacher (w/Cert.) HS VocEd ECE teacher	
LEVEL 1	Asst. Director Lead Teacher Head Start Site Director	Licensed FCC Provider FCC Group Home Worker/Aide		

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LEAD TEACHER

LEVEL 4	Mentor Teacher Director Education Coordinator	Licensed FCC Group Provider Licensed FCC Provider FCC Group Home Worker	Preschool-Grade 3 Teacher (w/Cert.) HS VocEd ECE Teacher	NAEYC Validator CDA Instructor RR CCB Trainer/Home Visitor RR Public Parent Counselor II RR Corporate Parent Counselor RR Provider Counselor II
LEVEL 3	Head Start Asst. Director Lead Teacher Center Director	Licensed FCC Provider FCC Group Home Worker	Preschool-Grade 3 Teacher (w/Cert.) HS VocEd ECE Teacher	RR Public Parent Counselor I RR Provider Counselor I RR community Outreach
LEVEL 2	Head Start Asst. Director Head Start Teacher Lead Teacher	Licensed FCC Provider FCC Group Home Worker		
LEVEL 1	Lead Teacher Head Start Lead Teacher Group Child Care Nursery/Preschool Teacher Night Care Teacher	License Exempt FCC		

ASSOCIATE TEACHER

LEVEL 4	Lead Teacher	Licensed FCC Provider FCC Group Home Provider		
LEVEL 3	LeadTeacher Associate Teacher Nursery/Preschool Teacher Head Start Teacher	Licensed FCC Provider	School Aide	
LEVEL 2	Associate Teacher Nursery/Preschool Teacher Head StartTeacher	Licensed FCC Provider	School Aide	
LEVEL 1	Associate Teacher Nursery/Preschool Teacher Head Start Teacher	Licensed FCC Provider	School Aide	

CHILD CARE ASSISTANT

LEVEL 4	Associate Teacher	Licensed FCC Provder	After School Aide	**OTHER:** Au Pair/Nanny Recreational Child Care
LEVEL 3	Associate Teacher	Licensed FCC Provder	After School Aide	Au Pair/Nanny Recreational Child Care
LEVEL 2	Child Care Assistant Program Aide	License Exempt FCC		Au Pair/Nanny Camp Counselor
LEVEL 1	Child Care Assistant Program Aide	License Exempt FCC		

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Section Six
Resources for Training, Education, and Financial Assistance

Vocational Technical High School
Early Childhood Education Programs

Early Childhood Education is a two year vocational program designed to provide students with the appropriate training and instruction resulting in the ability to plan and implement developmentally appropriate preschool curriculum, practice positive guidance and discipline techniques, follow approved health and safety procedures, and demonstrate appropriate job behaviors. Qualified students may seek certification as NH Educational Assistants and apply for a credential through the NH Early Childhood Professional Development System	Content Areas: First Aid and CPR-Infant/Child Safe Environments Healthy Environments Nutrition Mechanics of Planning Curriculum Practicum: 125-175 hours Level I 176-250 hours Level II 256-350 +hours Level III
Portsmouth High School 50 Alumni Circle Portsmouth, NH 03801 436-7100 x268	Joy Betts
Nashua High School 36 Riverside Drive Nashua, NH 03062 594-4311	Mary Jane Bodge Judy Loftus
Hugh J Gallen Vocational Center 150 School Street Littleton, NH 03561 444-5186	Joanne Calvarese
Manchester School of Technology 530 South Porter Manchester, NH 03103 624-6490	Ruth Carroll Marnie Snow
SRVRTC 111 South Street Claremont, NH 03743 543-4294	Karen Dewey
Berlin High School 550 Willard Street Berlin, NH 03570 752-4122	Sonja Dube
Conval Regional High School Rt 101 North Peterborough, NH 03458 924-3869	Rita Farhm
The Chesire Center 43 Arch Street Keene, NH 03458 352-0640	Terry Mattson Colleen Krause

Salem Vocational Center 44 Geremonty Drive Salem, NH 03079 335-7351	Loretta Leone Kathleen Murray
Somersworth Vocational Center 18 Cemetery Road Somersworth, NH 03878 692-2242	Jean Mitchell
Oxbow Vocational Center Bradford, VT 05033 802-893-7073	Kathi Mitchell
RW Creteau Technical Center 140 Wakefield Street Rochester, NH 03301 335-7357	Lynda Morgan
Concord Regional Vocational 170 Warren Street Concord, NH 03301 225-0800	Pam Woodward Judy Palfrey
Alvirne High School RT 102 Derry Road Hudson, NH 03051 886-1260	Pam Prophet
Seacoast School of Technology 40 Linden Street Exeter, NH 03833 778-7775	Carla Ranks
Kennett High School 176 Main Street Conway, NH 03818 447-6364	Diane Tepe

Cooperative Extension - University of New Hampshire

UNH Cooperative Extension Family Development specialist and educators help New Hampshire citizens put knowledge and research to work through programs. Research-based information and education is the essence of Cooperative Extension. In every city, town and county in New Hampshire, UNH Cooperative Extension Family Development educators are at work. We're teaching New Hampshire residents how to make healthful food and lifestyle choices, how to better manage money and resources, and how to improve parenting skills. Cooperative Extension offices offer free workshops, newsletters, and publications. Visit their web site at http://ceiinfo.unh.edu for list of available resources including articles on Brain Development in Young Children, Parenting, Child Development and Discipline.

Cooperative Extension **UNH 214 C. Pette Hall** Durham, NH 03824 749-2493	Mary Temke
Cooperative Extension **Belknap County** 36 County Rd. Laconia, NH 03246-2900 527-5475	Barbara Hunter
Cooperative Extension **Carroll County** 75 Main St., PO Box 860 Center Ossippee, NH 03814-0860	Ann Hamilton
Cooperative Extension **Chesire County** 8000 Park Ave. Keene, NH 03431-1513	Lauren Bressett
Cooperative Extension **Coos County** 629A Main St. Lancaster, NH 03584-9612	Sue Buteau
Cooperative Extension **Grafton County** RR 1 Box 65 F North Haverhill, NH 03774-9708 787-6944	Deborah Miles
Cooperative Extension **Hillsborough County** 329 Mast Rd. Unit 3 Goofstown,NH 03045-4518 624-9481	Carla Billingham

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Cooperative Extension **Merrimack County** 315 Daniel Webster Hwy Boscawen, NH 03303 796-2151	Judy Bush
Cooperative Extension **Rockingham County** 113 North Rd Brentwood, NH 03833-6623 679-5616	Claudia Boozer-Blasco
Cooperative Extension **Strafford County** 259 County Farm Rd Unit 5 Dover, NH 03820-6015 749-4445	Christine Bozak
Cooperative Extension **Sullivan County** 24 Main St Newport, NH 03773 863-9200	Gail Kennedy

Child Care Resource and Referral Network

The Child Care Resource and Referral Network is composed of community based child resource and referral programs. Strategically situated throughout New Hampshire, these programs work with parents, providers, and communities around the child care concerns. The mission of the Network is to educate parents about the availability of, affordability, and accessability of child care, and to provide education an support resource and referral services in New Hampshire. All Network agencies provide five core services:

1. Help parents find child care
2. Recruit new providers and help them begin their child care business
3. Offer assistance and support to child care providers in Family Child Care Homes and Centers
4. Develop and maintain a child care database
5. Provide statewide-standardized child care training programs for providers and parents.

Our three hour workshops include:

Child Care Basics, a series of three workshops
- Understanding Children's Behavior
- How Children Grow
- Parent-provider Relationships

Beyond the Basics, a series of four workshops
- Working with Infants and Toddlers
- What to do with the Kids
- Meeting the Needs of All Children in Child Care Settings
- Providing Care for School-Age Youth
- Anti-bias Curriculum
- Talking with Parents about Difficult Things
- Family Child Care Safety
- Financial Management for Child Care
- Business Planning for Child Care
- Just In Time

Our Six hour workshops include:

Learning Spaces
School-Age Child Care

Child Care Project 17 Lebanon Street, Suite 2 Hanover, NH 03755 646-3233 or 1-800-323-54446	So. Grafton & Sullivan Counties
Child Care Services 300 Gorham Hill road Gorham, NH 03581 466-5437 or 1-800-268-5437	No. Grafton & Coos Counties
Child Care Services Office City of Nashua 18 Mulberry Street Nashua, NH 03060 594-3369	
Families Matter in Carroll County Chamberlain Block PO Box 892 Center Ossipee, NH 03814 539-8223 or 1-800-320-8138	Carroll County
Families Matter in Carroll County The Oxen Yoke Building 170 Kearsarge Road North Conway, NH 03860 356-4739	Carroll County

Families Works **Child and Family Services of NH** 99 Hanover Street Manchester, NH 03101 668-1920 or 1-800-640-6486	
Families Works **Merrimack Child and Family Services of NH** 500 Amherst Street Nashua, NH 03063 889-7189 or 1-800-264-7189	Belknap, Cheshire, and Hillsborough Counties
Families Works **Child and Family Services of NH** 258 Highland Street, Suite 4 Plymouth, NH 03264 536-9799	Greater Plymouth Area
RCA Child Care Services 8 Centerville Drive Salem, NH 03079 893-8446 or 1-800-310-8333	Rockingham and Strafford Counties

Agencies and Organizations Offering Resources, Training, Conferences and Workshops

Alliance for Better Child Care 100 Main St Suite 100 Dover, NH 03820 742-2146 ABC is a non-profit organization with a mission of providing opportunities for support, training, and communication to the people who take care of children, with a goal of quality care for the children of all Seacoast families who need it. To that end we offer training, an annual conference, a toy and resource library, and regular meetings for the sharing of resources and information. ABC also collaborates with other regional organizations committed to improving child care.	Sue Chase ABC provides a newsletter for its members and low or no cost training. Topics in the past have included: Behavior Management in a group setting, Language Development and Promoting Emerging Language Skills, and Family Child Care Providers Mentor Training.
American Red Cross **American Red Cross Chapters Serving New Hampshire** Concord Area Chapter 167 North Main Street Concord, NH 225-6697 Central Vermont and New Hampshire Valley Rutland, VT 05701 Phone: (802) 773-9159 Durham Chapter Durham, NH 03824 Phone: (603) 868-9692 Greater Manchester Chapter Manchester, NH 03104 Phone: (603) 624-4307 Greater Nashua and Souhehan Valley Chapter Nashua, NH 03060 Phone: (603) 889-6664 Greater White Mountain Chapter Laconia, NH 03246 Phone: (603) 524-5414 Merrimack Valley Chapter Ward Hill, MA 01835 Phone: (978) 683-2465 Mount Washington Valley Chapter North Conway, NH 03860 Phone: (603) 356-2726 New Hampshire West Chapter Keene, NH 03431 Phone: (603) 352-3210 Seacoast Area Chapter Portsmouth, NH 03820 Phone: (603) 742-3449	Classes in Infant/Toddler and Child First Aid and CPR At the Concord Chapter classes are offered twice a month: one evening from 6 – 10 pm and one Saturday from 9 am – 2 pm. Fee is $35. Call for upcoming months schedule. Contact other regional Chapters for availability and schedule.

The Center For Career Development in Early Care and Education Wheelock College 200 the Riverway Boston, MA 02215-4176 617-734-5200 ext. 211 Founded at Wheelock College in January 1991. The Center for Career Development in Early Care and Education strives to improve the quality of care and education for young children by creating viable career development systems for practitioners. The Center is the vehicle through which Wheelock, in partnership with the other national organizations and government policy-makers, stimulates and further develops the concept of a dynamic career development system.	**The Center's current activities include:** **Technical assistance:** The Center provides assistance to states, community groups, and higher education institutions on all aspects of planning and implementing career development systems in early care and education. **Training:** The Center cultivates the strengths of communities by offering advanced seminars in early care and education leadership, program, and policy issues, both Wheelock College and in field locations. **Publications:** The Center develops and publishes concept and planning papers, research reports, and technical assistance documents designed to support state and local efforts in career development planning.
Council for Early Childhood Professional Recognition 2460 16th St NW Washington, DC 2000-3575 Website http://cdacouncil.org The Child Development Associate (CDA) is a person who is able to meet the specific needs of children and who, with parents, and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skills in working with young children and their families by successfully completing the CDA assessment process.	Carol Brunson Phillips, Executive Director Competency areas which must be demonstrated through the CDA assessment process: 1. To establish and maintain a safe, healthy learning environment 2 To advance physical and intellectual competence 3. To support social and emotional development and provide positive guidance 4. To establish positive and productive relation ships with families 5. To ensure a well-run, purposeful program responsive to participant needs 6. To maintain a commitment to professionalism
ERIC Clearinghouse on Elementary and Early Childhood Education University of Illinois at Urbana-Champaign Children's Research Center 51 Gerty Dr Champaign, IL 61820-7469 1-800-583-4135 eiceece@unic.edu	ERIC is a national clearinghouse for research, articles and information. Resources are available in hard copy or on-line. ERIC has an extensive database and information on early childhood education. Current research on brain development in infants, to quality care for children are just two of the current topics for which information is available.
DCYF **Division Children, Youth and Families** Child Development Bureau 129 Pleasant Street Concord, NH 00031 271-7983 or 800-852-3345 The Child Development Bureau provides services to children and their families and advocates for quality care. Staff facilitate child care reimbursement, provide technical assistance, and monitor state and federal funds earmarked for early childhood initiatives. The Bureau allocates and coordinates training dollars for Child Care Basics and Beyond Child Care Basics through the Resource and Referral Network, water safety education and tuition assistance for adults taking courses through the Technical Community College System and the College for Lifelong Learning.	Deborah Dougherty, Training Coordinator The Staff Development Partnership, which is a unique collaboration between the Division for Children, Youth and Families and NFI North, is responsible for assessing the child care training needs in 12 District Offices, New Hampshire Employment Program, and in contracted child care programs. The Partnership will provide training for Child Care providers who receive reimbursement for the Department of Health and Human Services, Child Development Bureau. They will facilitate the offering of courses for the childcare community including an annual graduate seminar for ChildCare Directors.

Early Education and Intervention Network (EEIN) 26 So Main St #287 Concord, NH 03301 228-2040 The purpose of The Early Education and Intervention Network of New Hampshire, INC. is to provide a collaborative forum for identifying and providing information and support to promote best practices in early intervention and early childhood special education. This purpose is met by building a network of and creating educational activities for and with a statewide membership comprised of professionals and families involved with infants and young children with special needs.	Tom Dunn, Executive Director A Training and Education Committee is responsible for promoting and coordinating formal and informal training and educational opportunities concerning early intervention and education for infants and young children. The committee also evaluates the effectiveness of educational activities in meeting training needs of the membership.
Family Resource Connection NH State Library 20 Park Street Concord, NH 03301 Phone 1-800-298-4321 TDD Access: Relay NH 1-800-735-2964 Website www.state.nh.us/nhsl/frc Email FRC@finch.nhsl.lib.nh.us The Family Resource Connection of the NH State Library is a collaboratively funded effort to provide information about all aspects of raising, caring for, and educating young children. Information can be obtained concerning child development, education, childcare, disabilities and health issues related to young children.	Alice Nye, Coordinator Services include: • A free Lending Library focused on the needs of children • Books, Videos, Periodicals, Articles, Brochures • Statewide referral services • Library research and reference services • Online statewide Family & Child Development Calendar
Head Start New Hampshire Head Start Programs Head Start is a program for low-income families and their children. In New Hampshire there are six agencies which provide infant, toddler and preschool programs, home visitation and enrichment activities.	Staff development is a key aspect of the Head Start program. Each Head Start grantee is awarded funds specifically targeted to training. Head Start is making these training opportunities available to other early childhood caregivers as well.
Belknap-Merrimack Head Start PO Box 1016 Concord, NH 03302-1016 Phone: (603) 225-3295 Fax: (603) 228-1898	Sandra Cohen, Education/Disabilities Specialist
Rockingham County Head Start 7n Junkins Ave Portsmouth, NH 03801 Phone: (603) 431-2911 Fax: (603) 431-2916	Jo-Ann Murphy-Benson, Education Coordinator
Southern N.H. Services Head Start PO Box 5040, 40 Pine St Manchester, NH 03108 Phone: (603) 668-8010 Fax: (603) 645-6734	Shelley Parker, Education Manager
Southwestern Community Services Head Start PO Box 603, 69 Z Island St Keene, NH 03431 Phone: (603) 352-7513 Fax: (603) 352-3618 1-(800) 529-0005	Bagdat Caglar, Education Services Manager

Strafford County Head Start 147-149 North Main St Rochester, NH 03867 Phone: (603) 335-8633 Fax: (603) 335-3611	Patricia Meatty, Child Development Coordinator
Tri-County Head Start 610 Sullivan St Berlin, NH 03570 Phone: (603) 752-7138 Fax: (603) 752-4713	Sue Cloutier, Child Development Services Manager
Healthy Child Care New Hampshire Department of Health and Human Services Office of Community & Public Health 6 Hazen Drive Concord, NH 03301- 6564 1-800-852-3345 ext. 4667 This project focuses on: • increasing child care for all children (including children with special needs). • promoting the use of health consultants in child care (both formal and informal child care). • forming a group of health and safety experts for consultation with child care providers, sharing the word about Medicaid, Healthy Kids of New Hampshire and • Helping children find adequate medical and dental care.	Mary Lussier, RN Child Care Nurse Consultant Services available – answer questions from child care providers about health and safety in child care, provide written and audiovisual materials about health and safety in child care settings and to provide linkages with other health and safety resources.
New Hampshire Association for the Education of Young Children (NHAEYC) The National Association for the Education of Young Children(NAEYC) offers professional development opportunities to early childhood educator designed to improve the quality of services to children form birth through age 8, the critical years of development. NAEYC, a respected and growing network of 101,000 members in more than 425 Affiliate Groups, was founded in 1926. Our commitment to good programs for children and professional development for teachers is demonstrated through our services. Website http://www.naeyc.org	Carol Crocker, President Dottie Kelsey, President Elect In New Hampshire professional development is available through state conferences, membership on the affiliate board and involvement in regional activities. As an affiliate member the journal Young Children, books, videos conference announcements and insurance plans are available. For NH membership information- Sarah Chudzicki, 1-800-445-5380

NH Family Child Care Association 1369 Battle Street Webster, NH 03303 673-2812 email purplepony@aol.com The purpose and function of the NHFCC Association is to: • Create and maintain awareness of quality family child care throughout the state of New Hampshire • To serve as an advocate for providers and consumers of quality family child care services • To raise the level of professionalism of family child care services by encouraging continuing educational opportunities and recognition of high quality family child care services throughout the state of New Hampshire. • To provide opportunities for professional growth and provide a forum to exchange ideas concerning family child chare issues. • To serve as leader concerning child care issues, at the state and federal levels. • To sponsor, organize and hold workshops and conferences to accomplish the above goals.	Beverly Lynch, President The NHFCC Association publishes a bi-monthly newsletter, provides a membership hot line, sponsors an annual fall conference and advocates for family child care providers.
Parent Information Center PO Box 2405 Concord, NH 03302-2405 224-7005 1-800-947-7005 The Parent Information Center has been providing training to parents and professionals since 1977. Training is recommended for parents and professionals to become better advocated for children. It broadens their understanding about the field of education: shares best practices from around the nation and provides perspectives from both the families and professionals point of view.	Debi Bennis, Building Family Strength Coordinator Topical 3-hour workshops, as well as longer series are available free of charge to parents in New Hampshire. Professionals and paraprofessionals are welcome to attend any of our open workshops: we just ask that they call in advance to register to ensure we have enough materials on hand for full participation in the training programs. Satellite programs are also available in geographic regions. Our calendars are updated monthly, please call our central office to receive a training calendar. PIC's Early Childhood Workshops cover a variety of topics and have been well received by parents, childcare centers, and at regional/national conferences. They include: The Value of Children's Art: Envisioning Your Child's Future; Dramatic Play; Get Ready, Set, Read; Organizing a Playgroup.
PlusTime NH 160 Dover Rd Chichester, NH 03234 798-5850 1-800-432-5851 The purpose of PlusTime NH is to encourage and support the development of quality programs for all school age youth.	Cynthia Billings, CEO Among its goals, PlusTime is committed to increase the quality of affordable out-of-school time activities for all youth through staff development and program enhancement. Training programs have been developed in conflict resolution, empowering youth, curriculum and orientation for new providers. A quarterly newsletter and print resources are also available.

PTAN (Preschool Technical Assistance Network) SERESC 11 Peabody Road Derry, NH 03038 434-0556 PTAN is a statewide technical assistance network that promotes quality programs for NH's young children with disabilities through training, staff support, and activities that foster collaboration among those who work with and care for young children and their families. PTAN is a collaborative effort in both design and funding. PTAN collaborates with other networks, agencies, programs and groups to support and strengthen existing community structures. PTAN researches new legislation, programs, and services related to best practices in early care and education and disseminates important information statewide. PTAN respects the unique qualities of NH's varied geographic regions and designs programs and services that are responsive to the needs of each region.	Joan Izen, Project Coordinator PTAN Activities include: 1. Thirty-five Interagency meetings annually, 5 in each of the 7 PTAN regions across the state bringing together representatives of Preschool Special Education, Early Supports and Services, Head Start, Early Care and Education, Child Care Resource & Referral Network, Higher Education, Mental Health, and Parents. 2. Trainings offered at beginner, intermediate and advanced learner levels in the fields of early childhood and early childhood special education. 3. "Substitute stipends" for child care providers to attend trainings during the workday. 4. Clinical support groups and specialized trainings for preschool special education coordinators, professional and paraprofessional staff. 5. Training, technical assistance and materials to improve the transition process from ESS to preschool special education. Training and technical assistance to foster and enhance the inclusion of young children with disabilities in early care and education settings across the state.
ADDENDUM: **Creative Classrooms** 81 Chester Road Raymond, NH 03077 895-2437 Web: CreativeClassrooms.org The center provides continuing education for teachers with an emphasis on interactive, experiential, hands-on approach.	Fritz Bell, Director Courses offered on a regular basis for educators in areas such as learning styles, critical thinking and integrating music, arts, and language into the curriculum.

Higher Education - Colleges and Universities which offer certificates and/or degree programs

Antioch New England Graduate School 40 Avon St Keene. NH 03431 357-3122	Masters of Ed w/ cert in Early Childhood Masters of Ed w/ cert in School Administration and Supervision
Colby Sawyer College 100 Main St New London. NH 03257-4648 526-2010	Bachelor of Science in Child Development
College for Lifelong Learning Administrative Center 125 No State St Concord. NH 03301 223-3000 or 1-800-582-7248 (NH only) **Connecticut Valley Region** CLL. **Lebanon Center** 325 Mt Support Rd Suite 2 Lebanon. NH 03766 448-6797 CLL. **Sullivan County Center** 958 John Stark Highway Suite A Newport. NH 03773 863-2361 **Merrimack Valley Region** CLL. **Bow Center** 507B South St Bow. NH 03304 226-9000 CLL. **Manchester Center** 175 Ammon Dr Unit 1 Manchester. NH 03103-3311 627-2010 **North Country Region** CLL. **Berlin Center** 148 Pleasant St Berlin. NH 03570 752-4224 **CLL. Conway** 73 Main Street Conway. NH 03818 447-3970 CLL. **Littleton Center** 120 Main St Littleton. NH 03561 444-3439 **Seacoast Region** CLL. **Portsmouth Center** 51 International Dr Portsmouth. NH 03801 334-6060 CLL. **Rochester Center** Merchants Plaza. 1 Old Dover Road Rochester. NH 03867 332-8335	Associate in Science in Early Childhood Bachelor of Science Self Design- Family Studies Bachelor of Science Self Design- Early Childhood Education

Hesser College 3 Sundial Ave Manchester, NH 03103-7244 668-6660	Associate in Child Care Studies Associate in Early Childhood Education
Keene State College 229 Main St. Keene, NH 03435 352-1909	Bachelor of Science - Early Childhood Eduction
Lesley College 29 Everett St Cambridge, MA 02238 617-868-9600 x 176	Master in Education, Daycare Leadership, Early Childhood Teacher
McIntosh College 23 Cataract Ave Dover, NH 03820 742-1234	Certificate in Early Childhood Education Associate in Early Childhood Education
New England College Main St #7 Henniker, NH 03242-0788 428-2211	Certificate in Education & The Family
New Hampshire College 2500 No River Rd Manchester, NH 03104-1394 668-2211	Certificate in Early Childhood Education Associate in Professional Studies w/ ECE
NH Community Tech- Berlin 2020 Riverside Dr Berlin, NH 03570-3799 752-1113	Certificate in Early Childhood Education Associate in Early Childhood Education
NH Community Tech-Claremont One College Dr Claremont, NH 03743-9707 542-7744	Certificate - Child Care Worker, Child Care Teacher and Early Childhood Education Associate in Early Childhood Education
NH Community Tech-Laconia 379 Prescott Hill Rd Laconia, NH 03246 524-3207	Certificate in Early Childhood Education Associate in Early Childhood Education
NH Community Tech- Manchester 1066 Front St Manchester, NH 03102 668-6706	Certificate in Early Childhood Education Associate in Science w/ ECE

NH Community Tech- Nashua 505 Amherst St PO Box 2052 Nashua, NH 03061-2052 882-6923	Certificate in Early Childhood Education Associate in Science w/ ECE and Early Intervention
NH Community Tech- Stratham PO Box 365 Stratham, NH 03885 772-1194	Certificate in Early Childhood Education Associate in Early Childhood Education
NH Technical Institute – Concord 11 Institute Dr Concord, NH 03301-7412 271-6484	Certificate in Early Childhood Education Associate in Science w/ ECE
Notre Dame College 2321 Elm St Manchester, NH 03104-2299 669-4298	Associate in Child Development Bachelor of Art in Child Development w/ Certificate in Early Childhood Education
Plymouth State College 17 High St Plymouth, NH 03264-1595 535-5000	Bachelor of Science in Early Childhood Bachelor of Science in Childhood Studies
Rivier College 420 So Main St Nashua, NH 03060-5086 888-1311	Certificate in Early Childhood Education Associate in Early Childhood Education Bachelor of Art in Human Development/General SPED/ECE
University of New Hampshire Main St Durham, NH 03824-3547 862-0700	Bachelor of Science in Family Studies w/ Certification in Young Child/Nursery/Kindergarten or Family Relations Master Education in Early Childhood Education/Special Needs
Wheelock College 200 The Riverway Boston, MA 02215 617-734-5200	Master in Education/ Advance studies in Early Childhood Education
White Pines College 40 Chester St Chester, NH 03036 887-4401	Associate in Social Work with Concentration in Early Childhood

Financial Resources

Federal Aid

Learners who need help with tuition and other costs related to their education may be able to find help through one of several financial aid programs available. **There are very specific procedures which must be followed when applying for federal financial aid.** In addition to completing the federal application for federal aid **(FAFSA), you must meet the requirements set by the college you are attending.**

Pell and SEOG Grants

These are federal grants — not loans — awarded to assist students who need money to continue their education for training after high school. Many learners qualify for Federal Pell Grants, and the amount you may receive is based on your level of financial need. The process of applying for and receiving a Federal Pell Grant can take several months. So talk with your advisor as soon as you can to find out about critical deadline dates and the application process from the college you are attending. Many colleges also award Federal Supplemental Educational Opportunity Grants (SEOG) based on financial need. The Financial Aid office determines eligibility for these awards.

Stafford Loans

A Stafford Loan is a low-interest loan made to you by a lender such as a bank, credit union, or savings and loan association. Depending on your financial need, the loan may be subsidized or unsubsidized. The interest on a subsidized loan is paid by the federal government while you are in school. If your loan is not subsidized, you should make regular payments while you are in school. The interest is not paid by the federal government. Repayment of subsidized loans begins six months after you cease to be enrolled at least half-time or you graduate.

Your college will need to certify your eligibility. Any questions which come up after you have applied for a loan should be directed to the financial aid office or your loan guaranty agency.

If you need assistance in selecting a loan by a lending institution, you may contact New Hampshire Higher Education Assistance Foundation, Box 877, Concord, NH 03301 Tel. (603) 225-6612 or 1-800-235-2577.

College Work Study

Many colleges have Federal Work Study funds available. If you are eligible for federal aid you may also be eligible to work part time for the college and in some community locations. Talk with your advisor about this opportunity.

NH Charitable Foundation

Since 1971 the NH Charitable Foundation has joined with several other organizations and charitable trusts to provide scholarship assistance. Scholarship assistance is awarded in the form of grants, interest-free and low-interest loans, and grant/loan combinations.

New Hampshire residents pursuing at least half-time undergraduate or graduate study at an accredited two-year or four-year college are eligible for scholarship assistance. Scholarship recipients are selected on a competitive basis considering academic achievement, community involvement, and demonstrated financial need.

For more information, contact Judith Burrows, NH Charitable Foundation, PO Box 1335, Concord, NH 03302-1335, (603) 225-6641.

The Adult Student Aid Program

This program is designed specifically to help adults who are returning to school to upgrade skills for employment or career advancement. Loans are non-interest bearing, and repayment begins six months after completion of the educational program. There are three deadline dates for applications: December 15, May 15, and August 15.

Emergency Student Loan

This loan was established to assist with emergency financial needs due to accident, illness, or unexpected educational costs. Emergency Student Loans are awarded on an on-going basis throughout the year.

The Student Aid Program

Scholarships in the form of grants, interest-free and low-interest loans, and grant/loan combinations are available through this program. Selection occurs in the spring of each year. The deadline is April 24th of each year.

Financial Resources

New Hampshire Community Loan Fund

7 Wall Street
Concord, NH 03301
Tel: 603-224-6669
Fax: 603-225-7425
Julie McConnell, Child Care Program Director
E-mail: jmconnell@nhclf.org

Child Care Lending Program

Through a partnership with Providian National Bank, The New Hampshire Loan Fund provides loans and technical assistance to support non-profit childcare facilities serving low and moderate-income families. The assistance is targeted to facility improvement or expansion projects, and to enhance the overall quality of environment serving young children and school age children. The funds have been used for facility expansion, relocation and construction activities. The provision of financing, technical assistance and training will strengthen project success and fiscal stability for the providers.

Loan Programs:

Potential borrowers must meet the following criteria:

- Be a non profit provider with 501(c)3 status
- Demonstrate benefits to low and moderate income people
- Be licensed to operate by the state of New Hampshire
- Demonstrate community support through other leverage
- Demonstrate ability to repay the loan
- Demonstrate long-term community benefit and social impact

Technical Assistance:

Technical assistance is available to programs interested in pursuing facility construction or expansion issues. Assistance can be provided in the areas of financing, project planning, cash flow projections, facility designs and construction, pre-development activities and other individual program needs.

Other Sources of Aid

Learners have often found aid available from local sources. The following are potential sponsors that should be investigated if you are in need of additional or alternative aid:

- Local banks regarding special trusts providing education assistance to learners.
- Local Social Security, Veterans Administration, NH Job Training Council, and Vocational Rehabilitation Offices.
- Sources of financial aid in your local community and through various local civic groups.
- Tuition reimbursement or grants available from your employer.
- Scholarships, grants, and tuition assistance directly from colleges.

Section Seven
Glossary

GLOSSARY

Associate Degree: either an associate in arts (AA) or an associate in science (AS), which represents two years of full-time study or a minimum of 64 credit hours.

Access to Mentor: a family child care provider may request to have another family child care provider, who is a Master Level 1 or higher, meet with the provider to offer advice and/or recommendations, for minimal fee (through the NHFCCA).

Accredited: a provider who has completed the requirements set forth by the NAFCC, (National Association for Family Child Care) Accreditation Process, or as defined by the NAEYC (National Association for the Education of Young Children) accreditation for family child care providers.

Actively Participates: a family child care provider who has been a member in good standing of a regional childcare group for a period of at least one year, and has attended at least five meetings of the local NH Family Day Care Association during the past 12 months. In the case of the state professional child care group, "actively participates", refers to being a member of the Board of Directors or an association officer for at least one year, and has attended at least six Board Meetings.

Apprentice: in training for a specific job or trade. The Department of Labor sponsors a program for Early Childhood Specialists which requires 144 hours of formal learning and 2,000 hours of on-the-job experience.

Bachelor's Degree: either a bachelor of arts (BA), or a bachelor in science (BS), which usually represents four years of full-time study, or a minimum of 124 credit hours.

Career Lattice: Career Lattice represents a progression of roles and levels that practitioners can achieve, and identifies the pathways between these. For each role in the field, a Lattice details the amount of education/training and experience needed to qualify for that role. The first or entry level corresponds to the minimum training requirements in NH's proposed licensing standards. Multiple levels are defined for each role and develop progressive qualifications to achieve each step. The Lattice includes expectations for learning in Core Knowledge Areas, and recommends training in each of these areas.

CDA: the Child Development Associate. The CDA credential is awarded by the Council for Early Childhood Professional Recognition in Washington, DC, to individuals who have completed a predetermined amount of training and field experience with young children. Successful candidates complete an assessment process with a Council representative that includes an advisor's observation, parent questionnaires, reference file preparation, and written and oral evaluation.

Certificate Program: the Child Development Associate (CDA), Montessori certificate, one-year community college certificate program, or other alternative early childhood teacher preparation program which is equivalent to college credits in a post-secondary education program, including a practicum or supervised experience working with an advisor.

Certified Provider: a provider who has been credentialed by the NH Child Care Credentialing Program.

Child Care Basics and Beyond the Basics: 12-hour training programs that are offered state-wide through New Hampshire's Resource and Referral Network. Each program consists of four 3-hour workshops that give students an introduction to the field of early care and education.

Child Care Resource and Referrals: clearinghouses of information about child care issues for communities across the state. Local agencies help parents find child care, and provide support and technical assistance for child care providers.

Child Growth and Development: a course that covers the development of children from birth to age 8. The content of the course relates to the "whole child" as an integrated being.

Continuing Education Units: not-for-credit educational experiences. They are awarded for participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. They are most often offered at post secondary institutions (community colleges, colleges, or universities). 1 CEU= 10 clock hours.

Core Knowledge Areas: the specific knowledge needed by practitioners to work effectively with young children. The descriptions are grouped in "core areas" that together address the field's knowledge base. We are using core knowledge areas to define the content of training, curriculum, or to delineate an amount of training an individual needs in a particular area.

Credential: award of a certificate that recognizes a combination of experience working with children, and training and/or education in early childhood that demonstrates an individual's commitment to the early childhood profession.

Credentialed Provider: a provider who has reached a professional level and is certified at a particular level.

Director Certificate: college level courses leading to a certificate; content includes financial management, personnel, supervision, marketing, and program administration.

ECE : Early Childhood Education. This category defines college-level coursework relating to the education of young children under age eight.

FCC Apprenticeship: a provider who has participated in and observed the operation of a Licensed Level 2 or higher FCC home for at least 40 hours and attained written documentation of this apprentice work before moving to a level having this requirement.

FCC Group Home Worker: a person who works as an aide, worker, or helper within a group family child care home; where a provider and an FCC worker can care for up to 12 full-time children, and typically an additional five school-age children.

FCC: a "Family Child Care", where providers care for children other than their own, within their own home; which is also their primary residence.

FCC Regional Group: a "Family Child Care Regional Support Group", which usually serves a general regional area of the state. For instance, Merrimack County Family Child Care Connection serves the Merrimack County area and the surrounding area. Services to members may include; networking, educational workshops, group activities, general information and usually includes an informal monthly meeting. Membership requirements vary from group to group. Currently, there are nine regional family child care Associations.

Food Program: participation in the "Child & Adult Food Program". This program is funded by the U.S. Department of Agriculture. It reimburses family child care providers for meals provided to their child care children according to a tiered system.

Group Health Insurance: provides childcare for at least one qualified Title 20 recipient during any six-month period, as designated by the policy governing eligibility and benefits for recipients.

High School Vocational, Career, and Technical Center programs: one and two year programs in early childhood education which provide a foundation and entry level skills in the field.

Internship (student teaching): supervised work completed as part of college program; student takes on increasing responsibility for curriculum and planning; length of time may span a college term or semester.

In-service training and education: learning obtained after employment. NH Licensing regulations specifies a minimum of six contact hours per year for providers.

License Exempt: a family child care provider who cares for six or fewer total children under age 10, of which no more than three can be children who are not the provider's own children, foster children or adopted children. The provider must also complete a criminal records check upon accepting any children who qualify for the NH Title XX program.

Listed with R & R is a family child care provider who, after completing the requirements set forth by the Resource and Referral Network of NH., may be listed with them for the purpose of receiving referrals for parents who are seeking child care.

Mentor: one who guides and supervises the development of another.

Mentor/Family Based Child Care: a provider who has strong ECE background and years of experience as designated in each level from Master Caregiver 1 to Certified Caregiver 2. Family child care providers at these levels assist other family-based child care providers and train them with regard to issues concerning licensing, accreditation (only if they have completed this process themselves), successful operation of a family child care business, and professional development. The mentor provider may charge mileage, plus an hourly fee for these services.

Mentor Certificate: college level courses leading to a certificate; content includes adult development, supervision, and providing feedback, as well as setting, and evaluating individual goals and objectives.

Not-for-Credit Training: training and education that does not have academic credit attached to it, such as workshops or conferences. Continuing Education Units (CEUs) are a form of not-for-credit training.

Practicum: the successful completion of a minimum of 150 hours, over at least an eight-week period, of direct work with infants and toddlers or preschoolers, supervised by personnel from an institution of higher learning or an alternative early childhood training center. Responsibilities of the student intern shall include program planning, parent relations, and management of the whole group for a portion of the placement. The practicum must be with the appropriate chronological or developmental age to qualify staff to work with a corresponding age group. One practicum may substitute for nine months of work experience.

Pre-service education and training: learning acquired before beginning a job, or a prerequisite for a specific position.

Professional Expectations: professional expectations include the abilities and skills required by all childcare providers to function effectively in environments serving children, infants through age eight.

- Individuals should have sufficient strength, stamina and motor coordination to ensure a safe environment and respond quickly to emergencies.
- Professional expectations include the ability to express and exchange information and ideas, as well as to interpret important instructions to children, colleagues and parents.

- Adequate written communication skills are required to accurately record children's daily progress, as well as medications administered, accident and suspected child abuse reports, etc.
- Professional expectations may include the ability to work with frequent interruptions, respond appropriately to unexpected situations, and cope with extreme variations in workloads and stress levels.

Basic Skills: literacy skills that people interested in a career in early care and education should be able to demonstrate before entering a training program or working with young children. It is suggested that the skills be used as a screening devise for admitting students into early childhood training programs and by directors when hiring staff (verbal communication, reading, and writing skills).

Professional Portfolio: the collection of documents (work experience, documentation of self-study and not-for-credit training, and professional competencies) that you submit for review, usually to a post-secondary institution for evaluation toward college credit.

R & R: the Resource & Referral Network within NH. The main purpose of an R & R is to give parents the names and numbers of family child care providers (or child care center) whom they can call and interview as potential caregivers for their children. This network also provides a variety of other services to family childcare providers and parents.

Registered with the state of NH: a provider home which has met the requirements set forth by the state of NH Division Of Child Care Licensing able to receive reimbursement from the state of NH for children who qualify for benefits under the NH Title XX program.

Related Field of Study: A program at an accredited institution of higher learning which includes the study of care-giving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families.

State Licensed: completion of the requirements of Health, Safety, & Fire, among others as set forth by the State of NH, Division of Child Care Licensing.

Stipend: a monetary reward awarded to a provider upon successful completion of: Step 1 State Licensing and/or Step 2 Accreditation (coordinated through the NHFCCA).

Toy Lending Library: a library of toys and educational equipment made available to family childcare providers currently funded through and operated by Family Works of Nashua, NH. There is an annual fee involved in joining the Toy Lending Library as defined by Family Works.

Training and Articulation: to coordinate the training that is offered to practitioners working with young children. This requires that linkages be made with higher education, community-based training programs, and other sources of training for roles in the field. NH is working on articulation agreements so that practitioners do not have to repeat training when entering a degree program, and can receive college credit for training taken outside of the higher education system.

Work Experience: time caring for children in a home, center or school. One month equals 30 hours per week for four weeks. Practicum, internships, and volunteer work totaling 150 hours equals x months. Parenting and foster care qualify as experience for a child care assistant.

Section Eight
Application for Credential

New Hampshire
Early Childhood Professional Development System
Application for Credential

I. APPLICATION INFORMATION

Please check the position and level for which you are applying.

Position	Level	Level	Level	Level
❒ Child Care Assistant	❒ 1	❒ 2	❒ 3	❒ 4
❒ Associate Teacher	❒ 1	❒ 2	❒ 3	❒ 4
❒ Lead Teacher	❒ 1	❒ 2	❒ 3	❒ 4
❒ Director	❒ 1	❒ 2	❒ 3	❒ 4
❒ Trainer. Mentor. Faculty	❒ 1	❒ 2	❒ 3	❒ 4
❒ Family Child Care: Registered or Licensed	❒ 1	❒ 2	❒ 1	❒ 2
❒ Family Child Care: Master or Certified	❒ 1	❒ 2	❒ 1	❒ 2

This is a: ❒ New Application ($25.00) ❒ Application for Renewal ($10.00)
❒ Change of Position or Level ($10.00)

Please make checks payable to: Treasurer State of NH

II. PERSONAL INFORMATION

Name _____

(Please print your name exactly as you want it to appear on your credential)

Home Address

City County

State Zip E-mail

Home Telephone ( ) Work Telephone ( )

Soc. Sec. # Age ❒ 16-17 ❒ 18-21 ❒ Over 22

In the past 12 months. how many months did you work in Early Childhood?

_____ Months

FOR OFFICE USE ONLY:

ID# : _____ Date Received: _____ Payment Received: _____

III. EDUCATIONAL HISTORY

	Institution	City/State	Date of Completion
High School diploma			
or GED:	N/A		

Colleges/Universities	City/State	Date of Attendance	Degree(s) Awarded (If Applicable)

Testing (CLEP. DANTES) (if applicable)	Testing Agency	Exam Title	Date(s) Taken

Professional Credential(s)	City/State	Date Issued	Last Date of Renewal

IV. EMPLOYMENT INFORMATION

Name of Program/Employer:

Address

City:	County:
State: Zip:	Full time ❒ Part time ❒
Program License #:	Phone number
Program licensed for _____ # of children	
Check the ages of children with whom you currently work: ❒ Infant/Toddler ❒ Preschool ❒ School-Age ❒ Other Population _____	Current position title: ❒ Director ❒ Lead Teacher ❒ Associate Teacher ❒ Child Care Assistant ❒ Family Child Care Provider Other :

Starting Date of Your Current Position: _____

V. EARLY CHILDHOOD EXPERIENCE (include current position)

Practicum or Internship Experience	From (date)	To (date)	# of Hours	
1.				Complete
2.				Form B
3.				

Work Experience (Attach resume)	From (date)	To (date)	# of Years	# of Months
Licensed Family Child Care Provider				
Child Care Assistant				
Associate Teacher				
Lead Teacher				
Director				
Trainer				
Mentor				
College Faculty				
School-age Provider				
Other (please specify):				
Total years and months in the fields: *(Tally concurrent positions once)*				

VI. PRE-SERVICE TRAINING AND EDUCATION EARLY CHILDHOOD CORE KNOWLEDGE AREAS

When applying for first credential, list courses taken as continuing ed or part of degree program.

Attach additional pages if necessary	Workshop or Course Title	Institution or Agency	Contact Hrs or Cr.		Date Compl.	
Foundations of Early Childhood Education						
Child Growth and Development						
Curriculum for Early Care and Education						
Health, Safety & Nutrition in Early Childhood						
Child Observation, Record Keeping, & Assessment						
Creating Environments for Young Children						
Child Guidance and Discipline						
Cultural Diversity						
Children with Special Needs						
Family and Community Relationships						
Professionalism & Professional Development						
Administration and Supervision						

BEST COPY AVAILABLE

VII. IN-SERVICE TRAINING AND EDUCATION EARLY CHILDHOOD CORE KNOWLEDGE AREAS

The Department of Health and Human Services (DHHS) requires that you maintain records and meet department standards. Your credential expires 3 years from the date of issue: please retain records/verification of in-service hours to be submitted with your re-application. You are required to complete 6 hours annually.

Attach additional pages if necessary	Workshop or Course Title	Institution or Agency	Contact Hrs or Cr.		Date Compl.	
Foundations of Early Childhood Education						
Child Growth and Development						
Curriculum for Early Care and Education						
Health, Safety & Nutrition in Early Childhood						
Child Observation, Record Keeping, & Assessment						
Creating Environments for Young Children						
Child Guidance and Discipline						
Cultural Diversity						
Children with Special Needs						
Family and Community Relationships						
Professionalism & Professional Development						
Administration and Supervision						

VIII. PROFESSIONAL ACTIVITIES

	Specifics – Include Dates
Member of a national or statewide professional organization	
Member of a local R&R, AEYC affiliate, school age, family, or administrator support group	
Leadership position in a local professional Early Care and Education organization	
Board member of a statewide or national professional Early Care and Education organization	
Officer on Board of a statewide or national professional Early Care and Education organization	
Member of the Early Care and Education Task Force, or other special committees (such as a Head Start Peer Review Committee Member)	
Presenter of an Early Care and Education workshop or training	

Continued on the next page

Professional Activities *(Continued from the previous page)*	
Teacher of an Early Care and Education course	
Writer of a curriculum for an Early Care and Education course	
Author of an article related to Early Care and Education: published in a newsletter, professional journal or national periodical	
Recipient of an award specific to the early childhood profession or related field serving children	
Supervisor of students enrolled in a formal degree program	
Consultant on Early Care and Education issues	
NAEYC or NAFDC validator	
National CDA Representative or CDA Advisor	
Coordinator of an Early Care and Education conference Committee chair for conference Committee Member for conference	
Other (at the discretion of the Credentialing Advisory Committee):	

The information presented in this packet is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

Before you mail this application check to see that you have:
For initial applications:

- documentation of hours of experience with children (Form B, letters and current resume)
- request that official transcript(s) for course work as required for the level and step for which you are applying is mailed directly from college(s) you have attended to the Bureau of Child Development.

For renewal of credential include records of at least six hours of in-service training completed each year.

Thank you for your application to NH Early Childhood Professional Development System. You will receive your certificate in 6 to 8 weeks if all essential materials are included in this packet. The information you have provided will be used to determine your position on the NH Early Childhood Professional Development Lattice. Your certificate will be mailed to your home address.

Make check payable to: "Treasurer, State of NH"

Mail to: Dr. Margaret Leitch Copeland
Administrator, Child Development Bureau
DCYF/DHHS
129 Pleasant St.
Concord, NH 03301

Form B

VERIFICATION OF PRACTICUM OR INTERNSHIP FOR CHILD CARE AND RELATED FIELDS

CENTER/SCHOOL (where work exp. was gained) _____

ADDRESS: _____

_____

APPLICANT: _____

HOME ADDRESS: _____

_____

To obtain a credential from the Bureau of Child Development, you must provide verification of experience caring for children under the age of seven years (not yet enrolled in first grade). Please complete the following information for each position held and each age group. If you worked in more than one location please copy this form before you use it. Return the signed and completed form(s) with your application.

Position: _____

Circle one age group — Infant/Toddler (under 2 yrs.9mos.) — Preschool (2 yrs.9mos.–7 yrs.) — Mixed (list ages _____)

Was this an internship _____ or practicum _____? From: Mo/Day/Year ___/___/___ to: Mo/Day/Year ___/___/___

Check type of year: Full Year ___ School Year ___

Was work experience more than 12 hours per week? Yes ___ No ___

If no, how many hours per week? _____

Did this position include experience with special needs children? Yes ___ No ___ Ages _____

Position: _____

Circle one age group — Infant/Toddler (under 2 yrs.9mos.) — Preschool (2 yrs.9mos.–7 yrs.) — Mixed (list ages _____)

Was this an internship _____or practicum _____? From: Mo/Day/Year ___/___/___ to: Mo/Day/Year ___/___/___

Check one type of year: Full Year ___ School Year ___

Was work experience more than 12 hours per week? Yes ___ No ___

If no, how many hours per week? _____

Did this position include experience with special needs children? Yes ___ No ___ Ages _____

I attest that the above information is, to the best of my knowledge, true and accurate.

Signature of administrator, supervising lead teacher or college instructor:

Signature _____ Printed Name _____

Title _____ Date _____ Phone ( ) _____

Form C

TRANSCRIPT REQUEST FORM

To: _____

_____

_____

Date: _____

This is a formal request that a signed and sealed official transcript be forwarded to the address below. Please enclose a transcript key to assist in the evaluation of credits.

Current Name: _____

Other name(s) under which transcript might be found:

_____

Current Address: _____

_____

Social Security Number: _____

Dates attended/Tests taken: _____

Signature: _____ Date: _____

Mail transcripts and a copy of this form to:

Office for Child Development/ EC Credential
Division of Children, Youth and Families
Department of Health and Human Services
129 Pleasant Street
Concord, NH 03301

Early Childhood Credential

Checklist for Filing Applications

Before you send in your application and accompanying materials, consult this checklist to make sure you have included everything:

Section III - Educational History

__ Copy of high school diploma or GED if required for position/level
__ Copy of high school report card, if citing EC classes taken in high school
__ Official college transcripts*

Sections IV and V – Employment and Work Experience

__ Letter from current employer, verifying date of employment and title
__ Letters or proof of experience from all positions cited in section if required for position/level of credential
__ Proof of practicum or internship from supervising teacher, if required (Use Form B of application)
__ Current resume

Section VI (Pre-Service) and Section VII (In-Service) - Core Knowledge Areas

__ For first time applicants, copies of all certificates from work shops/conference indicating hours and official college transcripts* for any course work (EC credits)
__ For renewals, copies of new certificates and /or official transcripts* for courses completed since last application

Section VIII - Professional Activities

__ Proof of title/position in professional organization
__ Proof of membership (letter, card, receipt) in professional organization
__ Copy of award(s) received
__ Copy of any article published

*Official college transcripts must be sent from the college(s) you attended directly to the Office of Child Development, use Form C to requests transcripts.

Acknowledgments

This document is a result of many years of work. Since 1995, when the Quality Assurance project was launched, over 300 individuals have volunteered their time to be part of many sub-committees and large group sessions. The Early Childhood profession is indebted to their passion and perseverance. The original leader who paved the way set the pace for our efforts. We thank Gale Hall for her unending rally cry and thorough documentation of the first two years of the project.

Special thanks to the vision and support of staff and former staff at the DHHS, Division of Children Youth and Families: Nancy Rollins, Margaret Leitch Copeland, Julie McConnell, Wendy Kessler, Karen Juall, and Eileen Mullen.

Two other groups of professionals have been working on parallel projects. The Family Day Care Association has created the Family Child Care Lattice, which is included in this Guide for providers who care for children in their homes. The incredible amount of work they did is reflected in their contribution in Section 3. For the past two years, educators who work with high school vocational and career programs in Early Childhood have completed a comprehensive self-study of their curricula and have created a standardized statewide model that will be implemented in every high school in New Hampshire. This will be the first educational opportunity for young learners to know and value the Early Childhood Profession. Well done!

Professionals in many other states have engaged in similar work. We appreciate their creativity, thoughtful research, and templates which we used in the design and refinement of our System. In particular, we thank the individuals from Vermont, South Carolina, Washington, Illinois, Wisconsin, Alabama, Delaware, Massachusetts, New Jersey, Colorado, and Connecticut whose work guided our thinking, analysis, and preparation of this Guide.

The Center for Career Development in Early Care and Education, at Wheelock College in Boston has pointed the compass in the direction of change for our field. We are grateful for their guidance, resources, materials, and professional development seminars. The staff have been receptive to our questions, and constructive in their assistance.

During the final stage of this project, four stellar champions worked with me, disseminating drafts of the Lattices, meeting with providers and administrators, writing and rewriting many drafts of this Guide. Kudos to Nancy Evans, Mary Stuart Gile, Rae Pica and Susan Stepick. It was worth the labor!

Most of all, I am in awe of the amount of positive feedback we heard from those who provide direct care. As we traveled the state, received survey responses and phone calls, individuals were overwhelmingly in favor of the direction New Hampshire is taking. The support is heartening and, based on the reception of our drafts, we CAN make this System work!

Tessa McDonnell

Tessa McDonnell, Project Director December, 1999